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ABSTRACT

The education television programs presented in this manual are designed to acquaint viewers and readers with the variety of reading methods and approaches which are receiving wide attention today. The series consists of 15 one-half hour programs, each of which is designed to accomplish the following objectives: to explain the philosophy and viewpoint of an approach, to acquaint teachers with the materials used in the approach, to have a master teacher demonstrate the approach, to discuss with the teachers why they might use a particular approach, to discuss and review with nationally known experts in the field of reading the pros and cons of each method or system to be studied, and to analyze and evaluate each approach fairly. The approaches and topics covered are: words in color, the Initial Teaching Alphabet, perceptual approaches, linguistic approaches, language experience, phonic supplements, individualized reading, programed instruction, language and reading readiness, enrichment and supplementary materials, and the basal reader. A materials index is also included. (WR)

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different approaches to reading instruction

do you read me?

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prepared by
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for
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television production staff
joanne m. mock,
producer-director

cs 001 640

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BRITE

Bay Region Instructional Television For Education

A curriculum development and coordination service for instructional television provided by the County Superintendents of Schools of the Bay Area counties.

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Special acknowledgement and deep appreciation go to Miss Joanne Mock, the producer-director of the series for her great patience, understanding, interest and high standards of educational television production; and the entire staff of KQED-TV, San Francisco, to whom I feel particularly indebted. The KQED staff always works behind the scenes and receives little or no acknowledgement for their unique contribution to the success of a television program. I want to thank them for their very helpful service to me.

Thanks are also due to the many guest discussants on this series of programs who gave freely of their time: Dr. Richard C. Atkinson, Professor of Psychology, Stanford University and Director of the Stanford-Brentwood CAI Project in Reading; Dr. John A. Downing, Institute of Education, University of London; Dr. Donald D. Durrell, Professor of Education, Boston University; Mrs. Frances DeWitt, Director of the DeWitt Reading Clinic, San Rafael, California; Mrs. Velma Clark, Consultant, Merced County School Department; Dr. Nila Banton Smith, Professor of Education, San Fernando Valley State College; Dr. Constance M. McCullough, Professor of Education, San Francisco State College; Dr. Paul Lawrence, Assistant Commissioner of Education, U.S. Office of Education, Department of Health, Education and Welfare; and Dr. Guy L. Bond, Professor Emeritus of Education and Psychology, University of Minnesota.

One Moment, Please

. . . to read this preface. "Do You Read Me?" is the result of the Bay Region Instructional Television for Education (BRITE) Language Arts Committee's deep concern over the conduct and content of reading programs in Northern California. Like much of the nation, this area has been subjected to various pressure groups, both in the professional ranks and from outside sources, advocating a particular approach to reading as the one, best or "innovative" approach for all children. It was the Committee's wish to present to teachers, pre-service students in teacher-training and the general public viewing audience, a forthright, honest and fair compilation of the many ways in which reading can and is taught. Two years went into the planning and execution of the series of television programs on different approaches to reading instruction. Two difficult tasks consumed much of the planning of the series. "Which of the multitude of approaches and materials would be shown?" The Committee selected those approaches and materials it felt were most widely used and constituted a variety of ways of teaching reading. Approaches and materials not shown, but of interest to teachers of reading, are described or referred to in this manual. Secondly, "Which teachers would be used and what would be their qualifications?" Again, the BRITE Committee assisted me. Each teacher on the series of programs is considered a master teacher in her school district, enthusiastic and well-trained in the method or approach she is using and demonstrating. In selecting the more than 25 teachers on the various programs, I personally visited over one-hundred teachers in their classrooms and attempted to select the very best teachers I could find.

The format of each program includes: (1) a discussion of the approach; the philosophy and background as well as the materials of the approach, (2) a teacher demonstrating that approach with the children in her classroom, (3) an interview with leading figures in the reading field, and (4) an attempt to evaluate each method using the same criteria for all approaches to show what the particular approach is and is not designed to do.

This manual will provide the reader with as much information as was possible to accumulate on each approach to reading instruction. Some chapters are more lengthy than others simply because more information or research is available. Casting all personal biases aside, I have attempted to present all methods fairly and impartially, neither showing favor nor disinterest in any one method. I believe that every method can and does work for some, but not all children; that each approach, but no one approach helps build a truly balanced reading program. As you read this manual and view the "Do You Read Me?" programs, I do hope you read me "loud and clear".

W.J.M.

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N.B. This is the recommended sequence of viewing, but the programs may be viewed in any desired order.

[1]This program was originally taped in color.

To Help You

These programs are designed to acquaint viewers and readers with the variety of reading methods and approaches which are receiving wide attention today. Researchers, publishers, and teachers are constantly striving to improve reading instruction in schools. Recent significant developments in the teaching of reading have multiplied in the last three years. New materials, programs and systems of instruction multiply almost weekly. Many of these approaches are strikingly different, however they all have the common goal of attempting to provide increased service to teaching all children how to read.

It is to this goal of increasing the quality of reading services to children that this series of programs and teacher's manual is directed.

Program Format

The series consists of fifteen one-half hour programs to acquaint those interested readers with some of the more widely used and most recently developed approaches to reading instruction. Each program is designed to accomplish the following objectives:

1. To explain the philosophy and viewpoint of an approach.
2. To acquaint teachers with the materials of the approach.
3. To have a master teacher demonstrate the approach with the children in her class.
4. To discuss with the teacher why she uses this particular approach and what she considers the outstanding features or special characteristics of the approach.
5. To discuss and review with nationally known experts in the field of reading both the pros and cons of each method or system to be studied.
6. To analyze and evaluate each approach fairly. To point out the particular advantages, research, special characteristics, safeguards and limitations to each approach. Special attention will be directed to what each approach <u>is</u> and <u>is not</u> designed to do.

Recommended Reading

1. Goodman, Kenneth S., and others. <u>Choosing Materials to Teach Reading</u>. Detroit, Michigan: Wayne State University Press, 1966.

It is recommended that you first read the information under the section entitled, A Point of View, then read the assigned chapters in the recommended reading section prior to viewing each program.

Here you will find selections which offer pros and cons to the material discussed in the manual and the text. These selections may also serve to stimulate discussion sessions.

A Point of View

This section is an attempt to briefly describe the approach and to give an overview.

From the Publisher's Material and Program

The information reported here describes the material and program of each publisher. This will help give you an idea of what the material is supposed to do. You will note that the address of the publisher is given so that you may write to obtain more detailed information.

To Talk Over With Your Colleagues

The questions included here are to help stimulate discussion sessions. Hopefully, these discussions will include your teaching colleagues and your principal.

References and Selected Bibliography

Included in this section are articles and books which may familiarize you with pertinent information and give greater depth and scope to your understanding of different approaches to reading instruction.

Bibliography

The bibliography at the end of this manual includes those works which could not be limited to any one particular chapter. There is a list of periodicals and the standard reference books in reading included.

· the future of

methods of evaluation

america might well be decided in the classroom."

John F. Kennedy

1

Chapter I

METHODS OF EVALUATION

Recommended Reading ▪ ▪ ▪

Austin, Mary C.; Bush, C. L.; and Huebner, Mildred H. Reading Evaluation: Appraisal Techniques for School and Classroom. New York: Ronald Press Co., 1961.

Goodman, Kenneth S., and others. Choosing Materials to Teach Reading. Detroit, Michigan: Wayne State University Press, 1966.

A Point of View ▪ ▪ ▪

The value of any approach to reading instruction depends primarily on how the eyes of the beholder evaluate and analyze the material and, how it relates directly to the person's particular teaching situation and locale. In this chapter are presented: 1) Goals in Reading Instruction, to aid the reader in seeing the teaching of reading in a large setting; 2) Some Principles of Reading Instruction, to assist in assessing the value of any approach as it meets the needs of adaptive instruction to childrens' learning needs; and 3) Sample Evaluation Scales, which may serve as a base for constructing a similar instrument for an individual or group to use. An outline for evaluating a basal reader program is found in Chapter 14, Basal Readers.

The following goals aid the teacher in evaluating different approaches to reading instruction. Some purposes overlap others. This list could be greatly expanded to include many component skills and abilities, however, brevity may aid the teacher in focusing on major purposes.

GOALS IN READING INSTRUCTION

1. Helping Every Child Reach His Full Potential. This is perhaps the teacher's greatest challenge. To attempt to "keep her finger" on each child's strengths, weaknesses, interests, and progress is indeed a difficult but not impossible task. To understand and accept each individual's special psychological, social, mental, and physical make-up greatly aids the teacher in achieving this purpose.

2. Adapting Instruction to Individual Needs. Once the teacher understands and knows the child's strengths and weaknesses, her next main task is to plan an instructional program to meet the child's needs. This requires imaginative and critical planning. No one method or text will fit all children

and the more the teacher attempts to teach to individual differences, the greater the differences become. This is due in part, to the fact that children work at different levels of instruction within the same classroom. The problem becomes more complex when the teacher finds two children working at the same level of ability, but progressing at very widely dispersed rates of progress.

3. Continual Growth in Word Study. Word study involves many separate and distinctly different skills and skill components. It involves sharpening auditory and visual perceptions, word recognition, word analysis, building vocabulary, adding new concepts of word meanings or multi-meanings, the use of dictionary aids, teaching specialized vocabularies peculiar to a particular school subject, providing opportunities for children to use their new word study abilities in continued writing ability growth, and to a more increasingly used application of word study in reading to word study and use in spelling. Continued growth implies that this is a long range program, spanning not only the child's elementary school years, but that this growth should continue in adult years. Our language is continually growing and changing, necessitating a foundational skill the child will use throughout his life. Hardly a day goes by in our lives that we don't learn either a new word or a new meaning for a word.

4. Continual Growth in Comprehension. The child who reads without comprehension reads for nothing. He is just calling words. The child with poor comprehension has little desire to read as he gains little for much effort and time. There are many components or satellites to reading comprehension. Like word study, it involves the sequential development of sentences, to paragraphs, to larger selections. Comprehension is concerned also with the ability to remember sequential order of events in a paragraph or larger unit, to gain both the main idea and subordinate ideas presented in reading material. More complex and highly necessary for today's student is the comprehension skill of not only remembering what was read, but to be able to recall what was read--either orally telling what he read--or more difficult writing what he can remember.

5. Mastery in Oral Reading. In primary grades in particular, this is an all important skill. Oral reading gives the teacher an opportunity to see what growth the child has made in word skills--mainly recognition and analysis. If a child fails a word, she immediately realizes the need for special help for that child. Through oral reading the teacher recognizes the child who reads the material word by word, and the child who can't remember what he read. Both these types of reading difficulties are easily detected in oral reading and serve as an aid to the listening teacher in planning help to overcome these difficulties.

There are many opportunities for oral reading in the primary grades. In the intermediate grades there are many unlimited possibilities for teaching and enjoying material read orally. In too many classrooms these opportunities go unexplored. The adult reader still needs mastery in oral reading. He finds himself in many situations in which he must read orally, especially if he has introduced his small children to the delights of literature or if he takes part in religious, civic, or community affairs. Unfortunately, many fine adult silent readers are fearful of reading aloud. The skill of good oral reading should be continually developed through all the elementary grades, but perhaps ceases abruptly at the end of the primary grades for many children.

6. Continual Growth in Applied Reading and Study Skills to Other School Subjects. Many persons studying piano became fairly proficient players--before they were fourteen years old. Nothing in a bag of coaxing tricks would catch them on a piano stool today. Why? The skills they developed and labored over were soon lost--through lack of practice and use. Lack of certain reading and study skills are doomed to the same fate by many children. Once a skill is learned, it must be used, or it will rapidly be forgotten.

   The student who is a good reader in reading, may be in serious difficulty in other school subjects if he has not been taught to apply the skills he has learned. This requires superior teaching on the part of the teacher. No packaged or carefully developed reading program can do this for the child. It is the teacher who must provide opportunities to utilize reading and study skills throughout the school day and year in all applicable subject areas.

   As a child progresses in school, his reliance on reading and study skills becomes more critical. This need commences early in the student's schooling and grows continually through high school, college, and adult life.

   The mature reader needs a variety of reading and study skills --each for a different purpose. Among these skills he must acquire are adjusting his rate of reading according to the material being read, use of reference materials, study type reading and skimming. He must also learn to read for critical and creative thinking--for evaluating what he has read, for making judgments, noting an author's purpose or bias, for detecting propoganda from fact.

   As the reader matures, his need for skills increases. The more sophisticated the reader becomes, the more heavily he relies on proper use of these skills.

   Three additional purposes of reading signify the relationship of acquired skills to the desired outcomes of successful reading instruction. Although the continual teaching of the

reading skills program is vital, to neglect the broader, satisfying and fulfilling purposes of reading would defeat the basic purposes of helping every child reach his full potential in reading.

7. Continual Expansion of Desirable Behavioral Changes. As the child grows, his diet of reading interests change and expand when enhanced by a balanced diet of all different types of reading material. The child who never gets more than a single text for all reading all year, or the child who reads only about archaeology all year both suffer from severe malnutrition. As the child progresses through the grades his interests change. Six and seven year olds' interests change rapidly. Whereas, the older a child gets, the more permanent his interests become. It is the teacher's task to provide the child with opportunities to broaden his interests rather than to find an interest and build on it alone. To broaden children's interest requires creative teacher planning. To accomplish this task, the teacher must give enthusiastic and enriching experiences to all curriculum areas and the child's in and out-of-school interests. The teacher who has no interest or liking for social studies, communicates this feeling to the child unknowingly. Congruently, the teacher who radiates enthusiasm, displays keen interest and excitement in learning and discovering new social studies concepts and knowledges, quickly implants the same spirit in the child. In many instances, a person's life-long interest in a particular field was initiated during his childhood by a teacher who initiated the zest for learning to that person.

   Another area of opportunity for the teacher to make desirable behavioral changes in children is broadening the child's attitudes, habits, and tastes. These three areas are richly influenced by the child's first encounters with reading, and continually augmented by successive teacher-directed provision for expanding desirable attitudes, habits, and tastes. Every teacher, at all grade levels should keep this desired goal paramount in her mind throughout the school year. This goal is somewhat all encompassing and is heavily influenced by all areas of the curriculum, particularly literature.

8. Motivating the Student to be a Highly Competent and Diversified Adult Reader. "Send me a man who reads", best presents the case for motivating a student to read. The adult who reads enjoys a much richer, fuller, and more exciting life than one who does not. The adult who reads derives many benefits. Reading increases his personal pleasure, aids him in job opportunity and advancement, provides him with opportunities to become a leader of his family and community as well as being an informed and responsible citizen and an important and contributing member in many different social settings.

Although this might seem an "up in the clouds" purpose of reading instruction, it is very real and necessary, one which every teacher can influence. Setting our sights high and striving for this very desirable goal for today's children is not only practical, it is probably very necessary for his future well being.

SOME PRINCIPLES OF READING INSTRUCTION

In the absence of knowledge, we operate largely on what we believe to be sound principles. All sciences operate on this premise. Reading, being a highly complex act, and children being highly complex and so very different from one another, compounds the problem of reading instruction considerably. The following principles are the basis for this guide. They are the author's present thinking, not complete, open to critical analysis, reflection, and discussion, and invite improvement. However, they will be referred to often in succeeding chapters.

ADAPTING INSTRUCTION TO CHILDREN'S LEARNING NEEDS

The only person in education who makes the difference between superior instruction and poor instruction is the classroom teacher. All other personnel in education contribute little to the classroom tasks the teacher faces. The following principles of reading instruction are divided into three categories: (A) The Differentiation of Instruction; (B) Effective and Efficient Learning; and (C) Enrichment of Learning Activities. Each of these areas contains principles which discuss the major learning needs of children.

A. Differentiation of Instruction

1. Provision for Different Levels of Ability

The wide range of levels of ability in reading present in any classroom are widely reported in professional literature. It is far easier to say they exist than to do something about them. For example, in an average third grade classroom the teacher can expect a range of reading abilities from 1.0 to 6.0. In the upper grades, the range is even greater. In a typical sixth grade classroom, the range may well spread from 2.0 to beyond 10.0. In each of these classrooms, there are one or more children reading at each of the different levels.

You, as the teacher, must provide each child with proper instruction in his particular level of achievement. If instruction is below his ability level he is unchallenged, often bored, restless, making little or no progress. Similarly, when the instruction is too difficult, the child stumbles over words, gets little understanding

from what he reads, is continually frustrated and confused.

No matter how hard we may try, these children cannot succeed in reading through mass, uniform instruction from the same reading text. Therefore, the first, prime task for the classroom teacher is to find the proper instructional level for the child and provide instruction at that level.

2. Provision for Different Rates of Progress

One of the most damaging burdens a child bears in school is waiting for others to finish their work. In many classrooms this amounts to wasting valuable time at properly spaced intervals. To overcome this weakness in school practice, the teacher must provide valuable tasks for the child that will either enrich his reading, or, particularly in practice and maintenance activities, allow the child to complete more than other children within the group can master. The progress rate of slow learners or low achievers is an equally important necessary adjustment the teacher must make.

Another facet of this problem is that two children may be correctly placed at the proper level of instruction, but both children are progressing at different rates of progress. This was clearly shown in a study when children were allowed to progress at their own rate in spelling, taking spelling tests, and moving on to the next lesson as soon as they had mastered the words, high achievers in spelling completed the text of the grade in the first three weeks of school. In this study, it was not unusual within one classroom to observe, in circulating about the room, each child studying a different lesson, each at his own rate of progress. In this same study, when each child was allowed to progress at his own rate of mastery in arithmetic, completing assignments and correcting his own work, wide ranges of pupil achievement resulted. High achievers in arithmetic completed from one to three years work in one school year.

Adjustments to differing rates of progress are much easier to accomplish in spelling and arithmetic than in reading. Adjustments to progress rates in reading involve provision for individual progress in many different skills and abilities. It is a more complex task, but has been greatly aided in the past few years with the introduction of self-directing and self-correcting skill building materials.

3. Provision for Special Weaknesses

Within any group, be it high or low, different types of pupil weaknesses will be noted. Two children, properly placed at the same instructional level may well require totally different teaching because of dissimilar needs. One child may need help with word study while the other requires specific instruction in improving his comprehension. No physician, in seeing thirty sick patients in the course of a day would give them all penicillin. No good teacher can give all of her low achievers the same medicine or instruction and expect positive results.

Therefore, as part of the teacher's total reading program, she must make provision to help children overcome weaknesses or difficulties. Methods to accomplish this outcome are given in succeeding chapters.

4. Provision for Independent Learning

Many classroom teaching tasks are most efficiently taught as whole class activities, while some are best done through large and small group instruction. Both types of class organization can enrich the reading program considerably. Equally important in the teacher's planning is to provide opportunities for pupil's independent learning. Few teachers feel that they must personally dispense all knowledge to their children. Yet, many teachers unconsciously monopolize the school day lecturing to the children. This same type teacher believes little learning takes place unless she is personally in command. The wise teacher believes that possibly more learning takes place when the initiative for learning is placed upon the pupil where it rightfully belongs--not on the teacher. It might be a little disconcerting to the teacher when all children are not on page seventy-eight and she knows exactly what everyone is doing. More learning probably takes place without the teacher, when individual children are practicing a skill they need additional work on, correcting their own work, independently reading an adventure story, outlining a special report to be given to the class, or organizing an experiment in science.

A well organized classroom where children have clear understanding of the amount of independence they have to pursue individual work, what types of individual learning assignments are possible, and expected end products are properly presented, can be a zestful and powerful classroom situation where learning takes place everywhere. In such a classroom children may be pursuing similar assignments or very diversified assignments, part of the class may be working with the teacher as a group, while the other part works independently.

B. Effective and Efficient Learning

1. Provision for Economical Use of Pupil Time

Although the school day does not get longer, certainly the curriculum does. The teacher today needs to seek ways of improving the use of pupil time. It is interesting to observe in many classrooms, teachers who are very busy and do not notice how many pupils are wasting time--waiting for some one else to finish, waiting for his "turn" in oral reading, or worse, counting raindrops as they hit the window, miles away from the teacher, dreaming wonderful dreams. This child clearly has no commitment to listen to the teacher lecture. He is passive and nothing is required of him except to display an outward sign and facial expression denoting undivided attention.

It is somewhat unfortunate, that if you spend a day observing the children in one classroom, not the teacher, you will be appalled at the amount of pupil time that is wasted. The teacher may not see this waste as she is busy. As a nation, we have devised all types of time saving machines and methods, but in education we are long overdue for research and try-out of new ventures to increase the amount of pupil learning per day. In part A of this chapter, differentiation of instruction, some means of increasing are noted. Other methods follow in succeeding chapters.

The teacher must be constantly aware of this basic principle of reading instruction and be striving and seeking ways of increasing use of pupil time.

2. Provision for Material Suited to Specific Need

A reading consultant was invited by a first grade teacher to observe her teaching and suggest improvements. The consultant described the situation as follows -- It was January.

"The high group had just finished reading, with the teacher. They returned to their desks and the next group went to the reading table. As the high group started their seatwork, the room suddenly took on the appearance of a city editor's room in a large newspaper office. Papers were shuffled on every desk. Each pupil was trying to decide which of his five seatwork papers he'd do first. In the process, several children dropped all five sheets on the floor and laughed. This made me curious--so I went over to one little boy's desk to see what the children were to do with all that paper. On one paper the child was to color a clown any color he wanted, another was for coloring a large elephant, the third to write the numbers in squares from one to one hundred. The fourth assignment was to make a ball and color it blue. The

fifth paper was divided into four squares. In the squares was neatly printed See Bill, See Patsy, See Rover, See Kitty. The child was to draw a picture for each sentence.

"I wanted to tell this teacher that these children needed more brain work and less seatwork."

No doubt, the drudgery kept some busy--others busy getting into mischief. None of the assigned work was remotely related to the reading lesson None of it fit a specific need. In January, after coloring since September, no bright boy who can read well is interested in "staying in the lines," or the command to "color every bit."

During the reading period, the children should be working on reading. The assignment should be closely related to the specific needs of the group or individual. If a reading group needs help in remembering the sequence of a story, this is the type of practice they should get. It takes a skillful teacher time to plan meaningful independent activities for children to work on. Teacher skill is needed in providing all reading material in the reading program, including text, practice material, and presentations by the teacher.

3. Provision for Maximum Pupil-Group Involvement

Active participation by pupils in reading activities makes for greater motivation and reward in learning. When pupils play passive roles in reading instruction, much less learning takes place.

Small group activities such as discussions, planning sessions, sharing information and reading to each other, all lend themselves to making more efficient use of pupil time. Another excellent way to achieve maximum pupil-group involvement is by using every-pupil response techniques. An example to illustrate this technique: Give each pupil two small cards. On one is written the word "Yes", on the other, the word "No." Every time the teacher asks a question every pupil responds. His turn isn't "every Friday," it's every minute, every day, when this activity is utilized during the reading period.

Effective learning takes place when all children in a group are actively engaged in learning. This cannot be achieved through laborious "take your turn" recitations. A fourth grade girl was asked by her mother if she had oral reading in school. The girl nonchalantly replied "Oh, yes, my turn comes every Friday, but if someone is absent, my turn comes on Thursday."

4. Provision for Intensified and Continual Practice

This principle of reading instruction is relatively simple to initiate and maintain in any classroom. A sixth grade boy has difficulty with the skill of finding the main idea. This could be due to insufficient practice and drill when the skill was first presented to the boy. Possibly, the skill was not presented in a series of daily practices, but in a spiral-type of organization. In spiral teaching of a skill, the lessons are presented over a long period of time--perhaps even a year. During the year, each lesson gradually gets more difficult. The lesson in finding the main idea may be presented once a month. It is incorporated in a total skills program, with many other skills also dispersed throughout the text or workbook material in the same spiral format. This boy needs help--and much practice--NOW.

The teacher plans a program for him. She gives him daily lessons in finding the main idea. She gathers her material from one or several sources. If she uses workbooks, she assigns only those pages on which this skill is developed. Thus she provides a maximum amount of practice to overcome the boy's difficulty. The instruction on this skill is intensified in that it allows for systematic, regular practice and maintenance. It is continual, in that not occasional teaching, but rather, daily or almost daily instruction is given.

This type of instruction has been employed in reading clinics for many years, especially when individual tutoring is given. New materials are now available for regular classroom use and packaged for intensified and continual instruction to improve a particular skill.

Teachers can use the intensified and continual practice principle with individuals and both small and large groups --depending on pupil needs.

5. Provision for Assessment and Re-Assessment

Careful appraisals of student needs and progress is essential to all reading programs. Two important considerations in relation to appraisals are (1) finding out where the student now is and (2) periodic checks to see how he is progressing and the effectiveness of the teaching program. Finding out the present level of achievement and analyzing student special weaknesses greatly aids the planning of a good reading program. Teacher-made informal tests, standardized tests and teacher observation and opinion are all useful in assessing pupil needs. Equally important is the teacher's reassessment after a planned instructional program is operative. This is one of the most important of all principles. Testing doesn't help

anyone. It is only through wise use of the test results and periodic check of progress of desired goals that superior teaching can be achieved.

C. Enrichment of Learning Activities

1. Provision for Heightened Understanding

There are few more pleasing rewards for a teacher than the sudden change of expression that appears on a child's face when he learns something new. He is amazed, pleased, and proud of himself. Witnessing this occurrence is one of the true delights of teaching. All teaching tasks in reading should lead to heightened understanding. The emphasis the teacher places on this principle of reading instruction constitutes the difference between a dull, spiritless, mechanical, tedious classroom atmosphere and an inspiring, active, highly motivated and enriched atmosphere for learning.

An example of two fifth grade teachers illustrates the power in stimulating understanding. In one fifth grade, a group of children read and then memorize the preamble to the Declaration of Independence, in preparation for a written test. In the other classroom, a group of children read the same material. They discuss it at length, they ask questions, the teacher asks them questions. Meanings, purposes, background and heightened understanding are created. This teacher has added breadth, depth, significance and meaning to the learning task. She has also brought out an appreciation for the great men and ideas that made this document so important to us, and now so important to these children.

In striving to teach for heightened understanding, the teacher should ask herself, "Why is that important? How can I make it important to my children?" Placing much emphasis on this important principle makes for richly satisfying teaching and learning.

2. Provision for Thinking and Reaction

In order to remember something, you have to think about it. The more you think about it, the more you remember it. Giving children many opportunities to think about what they have read, and then to react and evaluate what they have read--is one of the most neglected of all sound principles of reading instruction. If children read for only shallow or short-sighted goals, without thinking and evaluating what they read, we could easily produce a society that believes everything it reads, with little responsibility to think or evaluate what it has read.

The school day is full of situations and activities in which the teacher has many opportunities to provide for thinking and reaction, not only during the reading period, but anytime, in any subject, when the child reads.

3. Provision for Immediate Use

Concepts and understandings that a pupil can relate and use immediately have far greater permanancy than concepts and understandings that the student has no immediate need of knowing. The adage "Learn to read, then read to learn" is an important reading principle for the teacher to remember. Once the teacher has taught children to outline, her next necessary step is to plan activities in which the student puts this new skill to work. Skills that are not practiced are soon forgotten. The principle of applying new knowledges to immediate use is not limited to skills alone, they encompass reading in a larger setting. The students' thinking and reaction ability can be put to immediate use in most areas of the curriculum. When we teach children reading skills that are related to special subjects--such as reading maps, charts, and graphs--little enthusiasm is generated, and much of the motivation is lost unless the teacher plans activities in these special subjects to use and maintain the skills, concepts, and understandings recently taught.

4. Provision for Desirable Behavioral Changes

Throughout the school day there are many occasions when the teacher can capitalize on helping to broaden children's interests, attitudes, habits, and tastes. These desirable behavioral changes may be for personal or social advancement. They can be achieved, not only during the reading period, but in reading, thinking, and discussing material and ideas presented in all school subjects. Desirable behavioral changes can come about through individual reading assignments, work and reporting projects, making summaries, reading good literature and having good literature read to them.

Bringing about these changes is a slow, gradual process that is very difficult for a teacher to evaluate. The teacher should be constantly attempting to bring about desirable changes through her every day teaching, her long range plans and by her enthusiasm and interest.

C. The Teacher Sees Reading as Part of the Language Arts Picture

Reading, listening, speaking and writing are commonly called the language arts in the elementary school. Reading is only one of the language arts and cannot be totally separated as an isolated subject. In many aspects, it has to be taught in

a close relationship with all the language arts--including literature and handwriting.

First to be developed is the child's listening ability. Children with poor listening habits find it difficult to pay attention and follow directions in school. The second acquired language art is speaking. More emphasis has been placed on the teaching of speaking throughout all the elementary grades as a result of increased efforts to teach standard English to many children in the different areas of the country, where their language facility, local or provincial speech, is non-standard. Many other children who come to school with little or no knowledge of English are receiving increased instruction and opportunity to speak English. Children with non-standard English find the teacher's directions difficult, have serious problems trying to learn to read "talk that is somewhat foreign to them."

Reading is the third language art that is developed and writing the last, but both of these are usually taught in kindergarten and/or first grade. A child's desire to write (at about age three) usually comes long before his desire to read. In many newer reading programs, these two abilities are being developed concurrently.

Reading is to the language arts what one tire on an automobile is to the other three. Reading is as highly dependent on the acquisition of abilities and skills in the related language arts just as one tire is virtually useless without the other three.

The language arts are very dependent upon each other. Many of the tasks in school that a child performs daily involve reading; however, the end product of his reading is usually written, or spoken. Difficulty in one area of the language arts can seriously affect the child's ability to use the other three areas. It is wise for the teacher to look at the larger picture, the total language arts program, in adapting her reading instruction to different abilities, and in planning a balanced language arts program for her children.

BASIC CONSIDERATIONS FOR EVALUATION

Thousands of worthwhile research studies of reading have been published in the United States. The subtleties of the reading process require detailed analysis and cannot be summarized in a brief statement. The reading act is a highly rewarding but complex process. When children read they must (1) see words clearly; (2) have experiences which enable them to understand the ideas expressed in printed or written form; (3) go beyond the literal meaning of the printed words and sense new relationships

of ideas; and (4) be able to put reading to a variety of uses. The act of reading requires that these processes occur simultaneously, thereby emphasizing the fact that reading is a complex process with many facets.

Since an efficient and effective reader uses a wide range of skills, no one device can be used to reach across this range; there is no single best way of learning to read and, therefore, no single best way of teaching children to read. It is recognized that children vary in learning styles; therefore, provision must be made for materials to be used with those who learn best through the visual sense; those who learn best through the auditory sense; those who learn best through the tactile-kinesthetic sense; and those who must use all sense modalities.

Experienced teachers of reading use all the tools and techniques available at the time for using them. It is not possible, therefore, to say there is the one method of teaching reading because the effective teaching of reading assembles, embodies and uses the best of research, of professional theory, of experience, and of practical common sense.

The initial stages of developing a background and readiness for the first reading experience precedes the child's entrance to school. The population of California schools is composed of children from various cultural and socioeconomic backgrounds. Provision must be made to supply materials that will aid the teachers in providing experiences for children that will promote language growth and develop a readiness for reading and that will enable teachers to recognize and utilize effectively the learning styles of children.

The reading program for all pupils must build positive attitudes, develop efficient reading skills, and develop lifelong habits of reading critically and creatively.

There is need for a basic body of materials that is developed to demonstrate a clear scope and sequence of all reading skills. These materials must bridge cultures and divergent socioeconomic segments of the population. They must be developed to provide for the wide span of abilities of children at any grade level of the school. Provision must be made and clear direction given to the teacher for the early detection of reading disabilities and their diagnosis and correction. Evaluation measures of specific increments of reading progress should be built into every reading program.

Balance in the reading program is achieved only when careful guidance is provided for instruction in all of the skills areas: auditory skills, word recognition skills, vocabulary skills, comprehension skills, study skills, and recreational reading.. The content of the materials used for skills develop-

ment should reflect the language patterns and experience of children and youth and also should provide for extension of vocabulary, for understanding and communication of ideas in all content areas, for development of critical reading skills and literary appreciation, and for application of reading for personal and vocational growth.

Teachers need to be well trained and skilled in using many different approaches and techniques. They need a great variety of basic and supplementary instructional materials and should have access to them at all times.

In the light of research and experience, the best materials available must be selected to enable teachers to provide a modern reading program which will elevate the literacy level of children and youth. The following criteria for California adoptions may serve as a model.

General Criteria for Basic and Supplementary Materials in Reading, Kindergarten and Grades One Through Eight.*

I. Nature and Quality of Materials. The nature and quality of the materials shall:

A. Be designed to provide many opportunities for the use of oral language related to pupils' experiences and to foster the development of interests, attitudes, knowledge, and skills conducive to the continuing development of reading abilities.

B. Be specifically designed to provide experiences that develop and refine auditory discrimination, visual perception, motorsensory skills, perception of spatial relationships, and oral language facility.

C. Include provision for experiences conducive to the development of pupils' thinking, listening, speaking, reading, writing, and spelling.

D. Extend and enrich vocabulary and sentence development and dimensions of meaning and stimulate creative oral and written expression.

E. Contain various kinds of materials that may be manipulative, consumable, or nonconsumable so that teachers may use a variety of approaches to the teaching of reading.

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*Adopted by the California State Curriculum Commission on January 19, 1967, and approved by the State Board of Education on February 10, 1967.

F. Develop positive attitudes toward all races, cultures, and creeds.

G. Supply a wide variety of basic and supplementary materials that are specifically designed to meet the needs of children from lower socioeconomic levels, culturally deprived backgrounds, and non-English speaking backgrounds.

H. Provide for a wide range of abilities and reading achievement which reflect the maturity and interests of pupils in the various grades.

I. Include diagnostic materials helpful in determining levels of reading ability and readiness for continuing progress, and provide consumable materials designed to extend and reinforce reading experience and allow flexibility of use.

J. Be well written and possess style and imaginative quality.

K. Contain lessons which help pupils develop an understanding of organization of language, signals within language, and thinking involved in the use of language.

L. Acquaint pupils with their rich literary heritage from America and from other countries of the world.

II. Function of Materials. Provision shall be made for the development of:

A. Independent word-attack skills (including phonics) by including materials specifically designed for this purpose, with all those needed introduced in the first grade. These materials will provide for the introduction of sounds and their relationship to their symbols early in the child's school experience. The materials shall provide for the continued development and maintenance of these skills throughout the grades.

B. Auditory and visual perception skills.

C. Listening-speaking skills.

D. Reading comprehension, including the development of ability to compare and contrast, to summarize, to order events sequentially, to sense cause-and-effect relationships, and to predict outcomes.

E. Concepts through oral language experiences.

F. Vocabulary growth, including the development of word meanings and of word recognition techniques and concepts of linguistics, including varieties of pronunciation.

G. Oral reading: reading for specific purposes, using suitable selections, including choric verse; and reading appropriate selections for dramatization.

H. Knowledge, appreciation, and enjoyment of literature and an understanding of the variety of literary forms.

I. Analytical reading through:

1. Getting central thought or general idea.
2. Evaluating, comparing, inferring, drawing conclusions.
3. Summarizing, organizing, outlining.
4. Following directions.
5. Reading for specific information.
6. Interpreting attitudes, various expressions, and humor.
7. Determining cause and effect.
8. Making comparisons and contrasts.
9. Following sequence.
10. Making predictions.

J. Location of materials through:

1. Skimming for particular information or details.
2. Using titles, chapter or section headings, and paragraph headings.
3. Using table of contents, indexes, glossaries, bibliographies, and appendices.
4. Using dictionaries.
5. Using encyclopedias.
6. Using graphs, diagrams, charts, maps, and tables.

K. Appreciation of the cadence and musical quality of language.

III. Content of Material. The materials shall:

A. Be based upon vocabulary and sentence patterns representative of the nature and variety in the language.

B. Include stories based upon children's interests that have comprehensible plot structures.

C. Include pictures that will extend concepts and opportunities for the use of language.

D. Make provision for extending and enriching vocabularies, including introduction and maintenance of new words in a meaningful context.

E. Contain lessons specifically designed for a sequential development of skills and concepts and make provision for their maintenance.

F. Provide stories containing action, humor, elements of surprise, and adventure.

G. Foster the development of high ideals, good character, and spiritual values.

H. Be helpful in developing an appreciation of the cultures of other people as well as their contributions to American culture.

I. Make provision for materials including appropriate stories from children's literature and classics and materials from content fields.

J. Introduce study skills and provide for their transfer to the content fields.

K. Provide materials representing a variety of literary and expository styles and forms, including selections from fiction, myths, fables, epics, legends, biography, poetry, plays, essays, short stories, and novels.

L. Provide for specialized materials appropriate for teaching reading to native speakers of other languages.

M. Include selections from the classics and modern literature.

IV. Organization of Materials. The materials shall show evidence of having been carefully planned and developed in accordance with the best procedures of instruction. They shall exhibit a logical sequence in the development of reading skills and in the presentation of the content and shall make provision for:

A. Review and extension of reading skills.

B. Self-teaching.

C. Opportunities for extension of experiences, language skills, and concepts.

D. Good character and plot development.

V. Illustrations. Illustrations shall contribute to the learning experiences and artistic enjoyment of children.

A. Pictures that are related to the content of the book shall be placed in close proximity to the particular parts to which they relate.

B. Illustrations shall stimulate discussion relative to children's experiences which will lead to the use of the vocabulary to be read.

C. Illustrations shall be meaningful, interesting, and accurate and shall meet high artistic standards.

D. Various socioeconomic, ethnic, and racial groups of American children should be represented.

VI. Format. Format should be acceptable in that:

A. Materials are of appropriate size.

B. Illustrations are simple, clear, and of high quality.

C. Type is clear, readable, and appropriate to the level for which intended.

D. No designation of grade is used, but a level or sequence may be indicated.

E. Bindings are durable.

F. Paper is of good quality.

VII. Instructional Aids. A concise teachers edition or teachers manual shall accompany each basic book. It shall suggest procedures and activities for both teachers and pupils. Included shall be:

A. Activities and procedures for both pupil and teacher, including suggestions for:

1. Introducing new words in context.
2. Developing ability to analyze words through the use of phonetic analysis and structural analysis techniques.
3. Developing word meanings.
4. Providing follow-up work to strengthen skills previously taught.
5. Providing a wide variety of exercises for evaluating mastery and growth in the various skills and in the development of vocabulary.
6. Providing enrichment activities related to the reading lessons.
7. Helping teachers to provide for the ability range within the group.

B. Short, usable synopses of stories to aid in planning the teaching objectives.

C. A paged index of the skills taught.

D. A well-organized table of contents with page references to authors and story titles.

E. An accessible and usable glossary presenting phonetic spelling and defining accurately various meanings of words.

F. A functional pronunciation key.

G. References to other books and poems for children to read, with comments upon such books and poems.

H. Materials for the assessment of skills and suggestions for remedial instruction.

1. Systematic presentation of materials for the assessment of reading behaviors and the related general language of the pupils.
2. Materials for periodic diagnosis of pupils' abilities and achievements.
3. Suggestions for strengthening specific areas of weakness.
4. Diagnostic measures for subskills and for readiness, visual perception, auditory discrimination, vocabulary, and comprehension.

I. Specific suggestions for providing for cultural and ethnic differences among pupils.

J. Examples of selections to be read aloud by the teacher.

K. A list of recordings for listening.

L. Specific suggestions for taping materials to extend experiences.

M. Suggestions concerning pictures, films, filmstrips, recordings, and other materials useful in supplementing the content included in basic texts.

N. Indication that the materials have been adequately field-tested.

Specific Criteria for Evaluating Basic and Supplementary Material in Reading for Kindergarten and Primary Grades

I. Nature and Quality of Materials

A. Readiness Materials. The nature and quality of the materials shall be such that they will:

1. Specifically lead to experiences in language development.
2. Provide a variety of materials so that a proper balance of varied types of experiences will be achieved.

3. Provide for modes of handling that meet the individual needs of children.

B. Primary Materials. The nature and quality of the materials shall:

1. Provide for tactile-kinesthetic experiences.
2. Provide basic materials for at least ten sequential levels.

II. Function of Materials. Provision shall be made for the adequate development of:

A. Vocabulary growth including development of word meanings and word recognition techniques--phonetic analysis, structural analysis, context clues, and configuration clues.

B. Pupils' expectations of getting meaning from reading and finding satisfaction in the reading process.

C. The basic skills, developed sequentially according to the varied abilities of children and the appropriateness of the materials, and including fluency, correct phrasing, and good comprehension of material read.

III. Content of Materials. The content of the materials shall include these types:

A. Picture materials--alphabet books and materials that provide for pupil involvement.

B. Nursery rhymes; poetry; fanciful, imaginative, fun, and folk materials--Mother Goose, fairy tales, folk tales, fables, myths and legends, and animal stories.

C. Information materials--history, geography, science, everyday happenings, authors, illustrators, holidays, and biographies.

IV. Instructional Aids. The instructional aids shall include:

A. A concise teachers' edition or teachers' manual to accompany each book in the series; it shall contain suggested procedures and activities for both teachers and pupils. (It shall include a systematic plan for developing word meanings, comprehension skills, and word recognition skills such as phonetic analysis, structural analysis, picture clues, configurational clues, and context clues.)

B. A paged list of the new words developed in each reader to be accompanied by a statement that this is not a basic vocabulary list but should be supplemented.

Specific Criteria for Evaluation of Basic and Supplementary Materials in Reading for Intermediate Grades

I. Nature and Quality of Materials. The nature and quality of the materials shall:

A. Show a relationship to activities in earlier grades and clearly indicate relationship to activities at subsequent levels.

B. Provide materials for tactile-kinesthetic experiences for pupils who are slow in maturing or who have other problems.

C. Provide basic materials for six to nine sequential levels in these grades. These levels will have no grade designation.

II. Function of Materials. Provision shall be made for the adequate development of:

A. The basic skills, expanded gradually according to the varied abilities of children and the appropriateness of the materials, and including fluency, correct phrasing, and good comprehension of material read.

B. A wide range of abilities and reading achievement levels which reflect the maturity and interests of children in the intermediate grades.

C. Increased rate of comprehension and identification of purposes of reading and learning to adjust rate and style accordingly.

III. Content of Materials. The materials shall include selections from classical and contemporary literature of the following types:

A. Fiction: stories about animals, today and long ago; far away places; space and science fiction; personification of animals, objects, and machines; historical fiction.

B. Other materials: myths, fables, epics, legends, folk tales; biography; ballads; short stories; adventure stories.

IV. Instructional Aids. The teachers' edition of, or teachers' manual to accompany, each reader should include a paged list of new words developed in that reader to be accompanied by a statement that this is not a basic vocabulary list but should be supplemented.

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OAKLAND PUBLIC SCHOOLS
Office of
Director of Elementary School Education

Checklist for Evaluating Reading and Literature Textbooks

Publisher_____ Series Title _____

Title_____ Author_____ Grade_____

	Yes	No	Not applicable	Outstanding	Good	Unsatisfactory
1. Authors						
a. Include experts in reading research?						
b. Classroom teachers?						
c. Writers for children?						
Comments:						
2. Philosophy						
a. Agree to "no one best way" to teach reading?						
b. Belief in a balance program?						
Comments:						
3. Physical Aspects						
a. Books and materials of appropriate size?						
b. Is type clear?						
c. Grade designations avoided?						
d. Is binding sturdy?						
e. Is paper of good quality?						

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	Yes	No	Not applicable	Outstanding	Good	Unsatisfactory
f. Illustrations						
(1) Proximate to text reference?						
(2) Stimulate discussion?						
(3) High art standards?						
(4) Multi-ethnic?						
Comments:						
4. Manuals or Teacher's Editions						
a. One manual or TE per reader?						
b. Activities to introduce new words?						
c. Paged list of new words (but with note to effect this list needs supplementing)						
d. Suggestions for word-attack techniques?						
e. Review of previous skills?						
f. Synopses of stories for teacher convenience?						
g. Suggestions for meeting ranges of ability?						
h. Index of skills?						
i. Suggestions for enrichment activities?						
j. Table of contents?						
k. Glossary?						
l. Pronunciation key?						
m. Recommended other books and poems, etc.?						
n. Provision for assessment and diagnosis?						
o. Suggestions for meeting cultural diversity?						
p. Suggestions for read-aloud activities?						
q. Suggestions for audio-visual matters?						
Comments:						

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	Yes	No	Not applicable	Outstanding	Good	Unsatisfactory
5. Readiness						
a. Stress readiness at all levels?						
b. At least 10 sequential levels in primary?						
c. Six to 9 sequential levels in intermediate?						
d. Some tactile-kinesthetic experiences?						
Comments:						
6. Skills Program						
a. Word-attack skills						
(1) Integrated phonics program?						
(2) Structural analysis?						
(3) Context clues?						
(4) Picture clues?						
b. Vocabulary growth						
(1) Planned introduction of new words?						
(2) Adequate repetition of new words?						
(3) Development of multiple meanings?						
c. Comprehension skills						
(1) Literal recall and understanding?						
(2) Analytical comprehension?						
(3) "Reading between the lines"?						
d. Study skills						
(1) Help with "locating" skills (skimming, using titles, headings, etc.)						
(2) Help with dictionaries, encyclopedias, etc.?						
(3) Help with library skills?						
(4) Help with charts, maps, graphs, etc.?						
(5) Help with content areas, e.g., math?						
e. Oral reading skills						
(1) Oral reading for specific purposes?						
(2) Verse choir, dramatizations, etc.?						

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	Unsatisfactory	Good	Outstanding	Not applicable	No	Yes
6. f. Oral language activities						
(1) Encourage much oral expression?						
(2) Based on pupils' experiences?						
Comments:						
7. Literary Quality						
a. Style?						
b. Imaginative?						
c. Variety of stories, of action, humor, surprise, adventure?						
d. Both "classics" and modern children's literature?						
Comments:						
8. Organization						
a. Logical sequence of skills?						
b. Enough review provided?						
c. Self-teaching activities suggested?						
Comments:						
9. Instructional Devices						
a. Are charts, cards, filmstrips, etc. available?						
b. Are they practical in the classroom?						
c. Are good workbooks available?						
d. Are instructional tests available?						
Comments:						

	Yes	No	Not applicable	Outstanding	Good	Unsatisfactory
10. Range of abilities						
a. Provision for a range of abilities in classroom?						
b. Diagnostic materials to determine ability levels?						
Comments:						
11. Linguistics						
a. Recognize English as a word-order language?						
b. Attention to grapheme-phoneme correspondences?						
c. Importance of intonation to meaning?						
Comments:						
12. Cultural Diversity						
a. Is content multi-ethnic?						
b. Promotion of positive attitudes?						
c. Other lands and peoples?						
d. Suggestions for teaching English as second language?						
e. Materials specifically designed to help low pupils?						
Comments:						

General Comments:

RECOMMENDATIONS: ___ Eliminate ___ Retain for final evaluation

Signatures of evaluators: _____

To Talk Over With Your Colleagues ▪ ▪ ▪

1. What steps do you consider important in reviewing a new program before initiating any new approach to reading in your class at school?

2. In what ways will future developments and refinements in individualized instruction make teaching more difficult?

3. Your school is interested in adopting a new approach or program of reading instruction. What would be, in your opinion, the ten most important criteria to be considered in initiating and conducting the new program?

4. List the advantages and disadvantages of a new approach you may consider using, as it has pertinence to you, your particular children and the total school setting.

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* Also found under Recommended Reading.

" we know far more about changing the tools than we know about changing the workman."

the automation explosion

edgar dale

2

Chapter 2

THE AUTOMATION EXPLOSION

Recommended Reading ■ ■ ■

Atkinson, Richard C. "Instruction in Initial Reading Under Computer Control: the Stanford Project." Reading Research Quarterly 3:3 418-420; Spring 1968.

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A Point of View ■ ■ ■

The speed of change in our society continues so swiftly that it is virtually impossible to keep informed of new technological advances that may have direct application to our educational complex. An example of this rapid change is in the marketing of a new electronic machine that can grade thirty test papers in thirty seconds and even print the student's score on his paper. Who would have predicted five years ago that fifty million people could take the same test at the same time, (The National Driving Test) and know how well they tested, all within one hour?

Perhaps the knowledge explosion, (Scientific knowledge, as an example, now doubles every ten years), has forced upon us the automation explosion. We are confronted, no matter how comfortable and secure we may be with our own self-contained classroom, with some inevitable changes in the society that will produce a more efficient and economical educational system throughout the entire nation and at every level of education--from pre-school to adult. For example, by 1973, there will be eight million college students in the United States, a number which is triple the 1955 total. Many forces are involved in influencing these changes: societal changes, automation advancements, new emphasis on industry's expanding role in creating electronic machines, computers and learning systems, as well as massive federal and state efforts to upgrade the education of minority race members and job retraining programs.

New designs for educating masses of people, at all educational levels will continue to receive increased emphasis until the majority of our population hovering around the so-called poverty level is eradicated to a very high degree. Now we are attempting to teach 100,000 army rejects how to read and write. In the very near future, the majority of children from urban

centers in our country will begin some type of schooling as early as age three. Current federal and state monies being pumped into education at present are only a forerunner of the billions and billions of dollars that will and must be spent in the very near future to teach and train the hard core unemployed, to raise literacy levels both at home and in underdeveloped countries, to train teachers and re-train sub-standard teachers. Massive efforts will be forthcoming to raise levels of educational achievement for slum dwellers, ghetto inhabitants, American Indians, children with Spanish surname and those who move constantly with the crops, as well as our Eskimo and Micronesian populaces.

Who will teach these groups? How will they be taught? What types of educational approaches will be utilized? In a nation that currently produces one-third less than the necessary amount of trained teachers, in the traditional sense of pupil-teacher ratio of one teacher to thirty children, how will we cope with and meet this challenge successfully?

Perhaps our future involvement in the automation explosion is best stated by Dale (17).

> "The revolution in communication and technology has produced ideas faster than we can use them. There is a lag between what we know how to do and what we have done. We know far more about changing the tools than we know about changing the workman.
>
> "Instructional technology is no exception to this rule. The new tools are beginning to pile up, but the highly skilled competence needed to select, use, and evaluate them is lacking. Our big problem in making a changover is not, I believe, that of teacher rejection. It is rather the complexity involved in trying to take seriously the individual differences among children, and to develop a systematic co-ordinated program for meeting these differences. It is a tough and challenging task, worthy of our best professional skill and effort."

<u>The Future Potential of the Automation Explosion--Implications for Teachers</u>.

Every educational level will benefit from new developments in programs, systems and materials of instruction. A discussion of the possible impact and direct involvement these programs will have for educators follows.

(1) <u>Educators will face future developments in instruction as effectively as they have met all challenges and changes of the last forty years</u>. Zinn (48) commented on possible applications of future computers to the teaching scene:

> "The computer may be programmed to encourage revision of materials by automatically summarizing and selecting data to be put before the author. These data would include measures of system cost and student time as well as student performance to suggest modification of the computer materials for the sake of economy as well as effectiveness. . . . Such information, cross-referenced in the computer system, should prove of great value to an instructor in adapting another author's materials for use with his own students."

Although this rather unique application of a computer to education may sound to many of us as being highly unusual, it is but an example of the future changes we face in the years ahead.

(2) Teachers will gradually come to understand and accept the new technology just as they have learned to accept the phonograph, educational film and the concept of an elementary school library as necessary and highly supportive teaching aids. Educational technology will not be a thread to the individual teacher, although it may have a marked effect on her role and responsibility as a teacher. Tobias (45) studied the lack of teacher knowledge, fear of automation and programmed instruction and found these factors most corrosive when terminology of a mechanistic, cybernetic or automatic character was used. The least threatening and most acceptable term for teachers may be "educational technology".

(3) The role of the teacher will change with the adoption and use of new media. Future advances in new media, programs and materials--including both software (book-type material) and hardware (machine-type material)--most probably will change the role of the teacher from that of the teacher of the traditional self-contained classroom to becoming the director of learning experiences but not the sole person responsible for teaching. Yet, the teacher will still be actively engaged in both the teaching-learning situation as well as the never-to-be discarded or replaced catalyst and overseer of the personally guided interaction between pupil and teacher that is essential for maximum and exciting learning. Although the teacher will always remain as the creator of a good learning environment, increasingly the initiative for learning will rest more appropriately with the child. Likewise, the teacher will remain charged with the responsibility of motivating and challenging the student to want to learn--to learn more, to learn it quicker, and to learn it more efficiently.

(4) Greater use of an educational conglomerate will become accepted. A composite or conglomerate will replace separate and sometimes fragmented teacher materials, machines, study areas, educational film and the like. We will think more in terms of the fusing and interweaving of teaching tools into a total learning package or system. Different learning modalities, incorporat-

ing the availability of several or many different approaches to the teaching of a particular skill, concept or appreciation will be available to the teacher and child.

An example of the combining of sets of available media is the more widespread use of new skill-building reading workbooks, integrated with records or tapes. The voice on the record serves as the teacher. The child is directed to each task to be performed in the workbook, then the teacher's recorded voice helps the child correct his own work--immediately after he has completed it and when interest in his personal progress and achievement are highest. One, two or ten children, according to teacher determined need, can work at this activity at the same time. This is but one example of the continuing search to improve the efficiency and economy of pupil learning time.

(5) The typical educational lag of fifty years from the inception of an idea to actual classroom acceptance will be drastically reduced. Rapid dissemination of new technology will approach the medical profession's and industry's promptness in practicing new procedures.

The educational conglomerate will influence the total reading program. There are many positive segments and distinct advantages to these future innovations in education, particularly in reading. The following developments are far beyond the embryonic stage:

a. A greater variety and improved quality of teaching systems to meet the needs of different groups of learners.

b. Efficient use of professional staff, para-professionals, resource personnel and volunteers that will free teachers from menutia-type chores.

c. Greater pupil independence in the learning environment and less reliance on the teacher.

d. Re-training of teachers and up-grading of competency to handle new systems and patterns of educating children.

e. Closer and more immediate access to the most suitable teaching materials--even though the material be located 1,000 miles away.

f. Teaching materials that will mean not books alone, but rather, machines, computers, a variety of communicating media, information retrieval and new designs for educational settings.

Although some of the above-mentioned changes are in the very initial stages, future refinements, perhaps through advanced automation and miniaturization breakthrough, will bring these to use sooner than most of us foresee.

(6) These emerging changes should make us reflect back as well as look ahead. We must carefully evaluate which programs and media are doing a better job than our current materials. In terms of the impact of the use of new technologies on the student, we must do some realistic rethinking of the future of the children, and what we are educating them for. Everyone presently enrolled in our schools will spend the majority of his life in the next century. If we look back to the year 1900, compare our educational systems then--only 8.4 percent of our population was enrolled in high school with even fewer graduating. A much greater increase in high school graduates has taken place in the last twenty-five years. With 52 percent of the population graduating from high school in 1950, we are producing relatively few high school dropouts with most students continuing through junior college, university or other advanced training. No doubt education in the twenty-first century will be vastly different than we now know it.

Two programs involving new educational technology are discussed in this chapter; computer-assisted instruction and the "talking typewriter". As you read about these innovations or view the programs, think not only of their present use, but focus on the vast potential and application of these new technologies in the near future.

COMPUTER – ASSISTED INSTRUCTION

(The reader will find definitions of the asterisked (*) words at the end of this article).

Computer-assisted instruction* involves a system of machines, curriculum, students and teachers organized and interacting in such a manner that the student receives instruction on an individual basis as he proceeds at his own pace through a set of materials suited to his particular needs.

Basically, computer-assisted instruction (usually referred to as CAI) is programmed instruction. However, no programmed textbook has the ability of a CAI system to evaluate student responses automatically, to give oral instructions, to carry on dialogue with the student, or to make instantaneous branching* decisions on the basis of cumulative student records.

Three levels of computer-assisted instruction may be defined. Discrimination between levels is based not on hardware* and software* considerations but primarily on the complexity and sophistication of the student-system interaction. The most advanced student-system interaction may be achieved with a simple teletype terminal* and the most primitive interaction may require some highly complex programming.

At the basic interaction level are those systems which present a fixed, linear sequence of problems. Student errors may be corrected in a variety of ways (e.g., a prompt may be given in the form of a partial answer, or the entire correct response may be furnished following an error) but no real-time decisions are made for introducing unique teaching strategies or instructional materials on the basis of a student response. Such systems have been termed "drill and practice" systems and are exemplified by the Stanford Drill and Practice Program in Arithmetic and in Spelling.

At the other extreme of the interaction scale are "dialogue" programs of the type under investigation at Bolt, Beranak and Newman and at Stanford University. The goal of the "dialogue" approach is to provide the richest possible student-system interaction where the student is free to construct unrestricted natural-language responses, ask questions and, in general, exercise almost complete control over the sequence of learning events.

"Tutorial" programs lie between the above extremes of student-system interaction. Tutorial programs have the capability for real-time decision-making and instructional branching contingent on a single response or on some subset of a student's response history. Such programs allow the students to follow separate and diverse pathways through the curriculum based on their individual performance patterns. The probability is high in a tutorial program that no two students will encounter exactly the same sequence of lesson materials. However, student responses are somewhat limited since they must be chosen from a prescribed set of responses or constructed in such a manner that relatively simple text analysis will be sufficient for their evaluation. An example of this tutorial approach is the Stanford CAI Reading Program that is being carried on at Brentwood School, Ravenswood City School District, East Palo Alto, California. It is this level of student-system interaction that will be discussed here.

The Stanford Project has a three-fold objective: "...to establish the feasibility of this mode of instruction with young children," to provide "a school-based laboratory in which to conduct curriculum research and evaluation," and "to study under highly controlled conditions the acquisition and retention processes involved in mastering a skill such as initial reading." (47)

The Stanford-Brentwood laboratory utilizes an IBM 1500 CAI system. The 1500 system was designed and constructed by IBM engineers in close collaboration with Stanford personnel. The student response terminals or stations, consist of a cathode ray tube (CRT), a modified typewriter keyboard, a light probe,* a film projection device, and a set of earphones with an attached microphone.

The CRT is essentially a television screen on which alphanumeric* characters and a limited set of graphics (i.e., simple line drawings) can be generated under computer control. The film projector is a 16 mm. rear-view filmstrip projector which can display still pictures in black and white or color. Each filmstrip is stored in a self-threading cartridge and contains over 100 frames which may be accessed randomly by means of computer control.

The major response device used in the reading program is the light pen. The light pen is a light-sensitive probe which registers the student's response in the computer. Responses may also be entered through the keyboard. Minimal use has been made of the keyboard since there is the problem of teaching first-grade children to handle a typewriter keyboard.

Prerecorded audio messages are played to the children through the earphones. There is also an on-line recording capability. The children may, when the microphone is activated, record their own production of a given text displayed on the screen. This can then be played back to them with or without an adult model. The recording and play-back capability helps compensate for the absence of a voice analyzer. The system cannot evaluate the student's vocal production and therefore each student becomes his own voice analyzer. (Figure 1)

Laboratory Organization and Operation

The laboratory is housed in a rectangular prefabricated steel structure approximately 3200 square feet in area. The building contains the terminal room, the off-line teaching room, the central computer room, and a group of offices for the laboratory personnel. (Figure 2)

The staff of the Stanford-Brentwood CAI laboratory consists of ten members. The laboratory is under the general management of a senior programmer who is also in charge of the data reduction staff. His staff includes two programmers, two graduate students and a secretary who also functions as a receptionist. The systems group is headed by another senior programmer who has on his staff an assistant programmer and a computer operator, plus a technician who handles audio assemblies. The reading coding group is directed by a senior lesson programmer and consists of four coders,

Each child works at a student terminal or station with equipment as shown in the drawing:

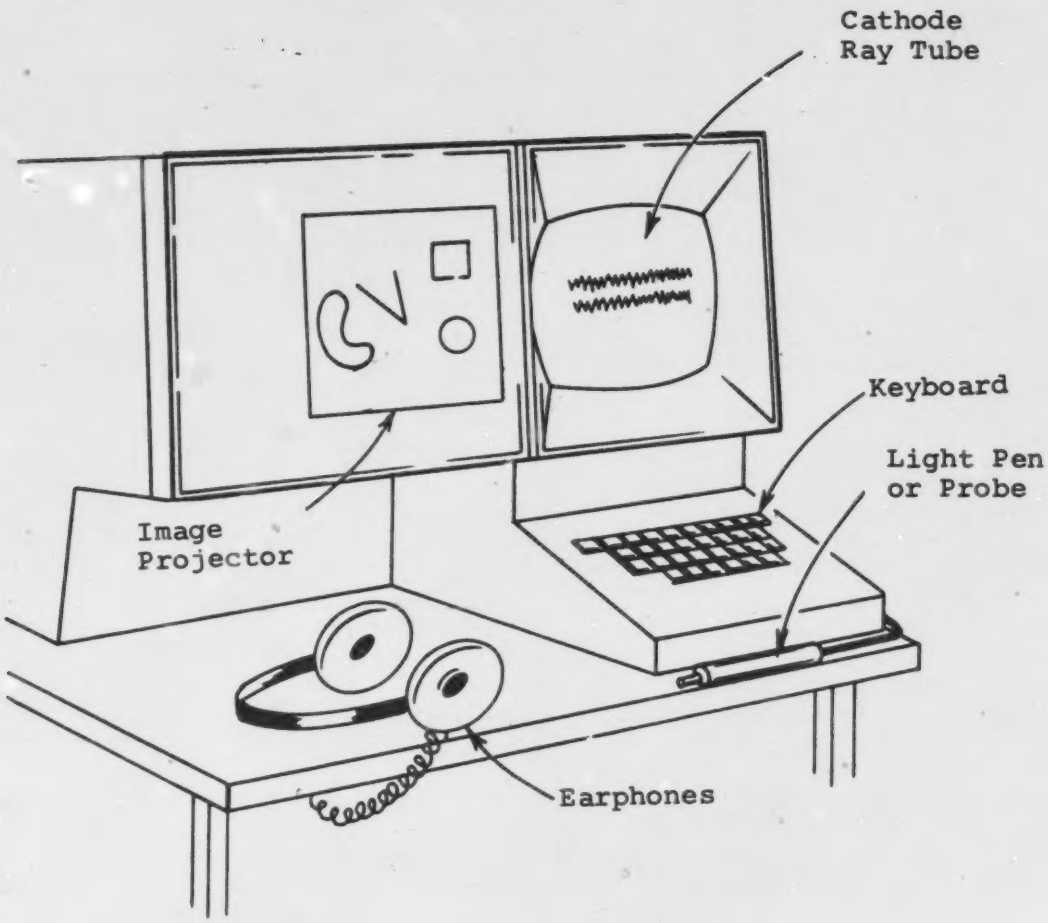

Figure 1.

There are two devices for visual displays: an IBM 1510 Instructional Display and an IBM 1512 Image Projector. The Instructional Display is similar to a small television screen, and can be used to display letters, numerals, and some pictures and special symbols. The Image Projector is used to project color pictures from a 16mm film strip. The children wear earphones in order to hear the recorded messages which guide them and explain to them what they are to do. The children may respond by using the keyboard or by pointing with their light pen to words or pictures shown on the Instructional Display. The equipment can also record the students' oral responses which can be either replayed for the child or saved for the teachers to monitor at a later time.

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STANFORD'S SYSTEM CONFIGURATION FOR COMPUTER-ASSISTED INSTRUCTION

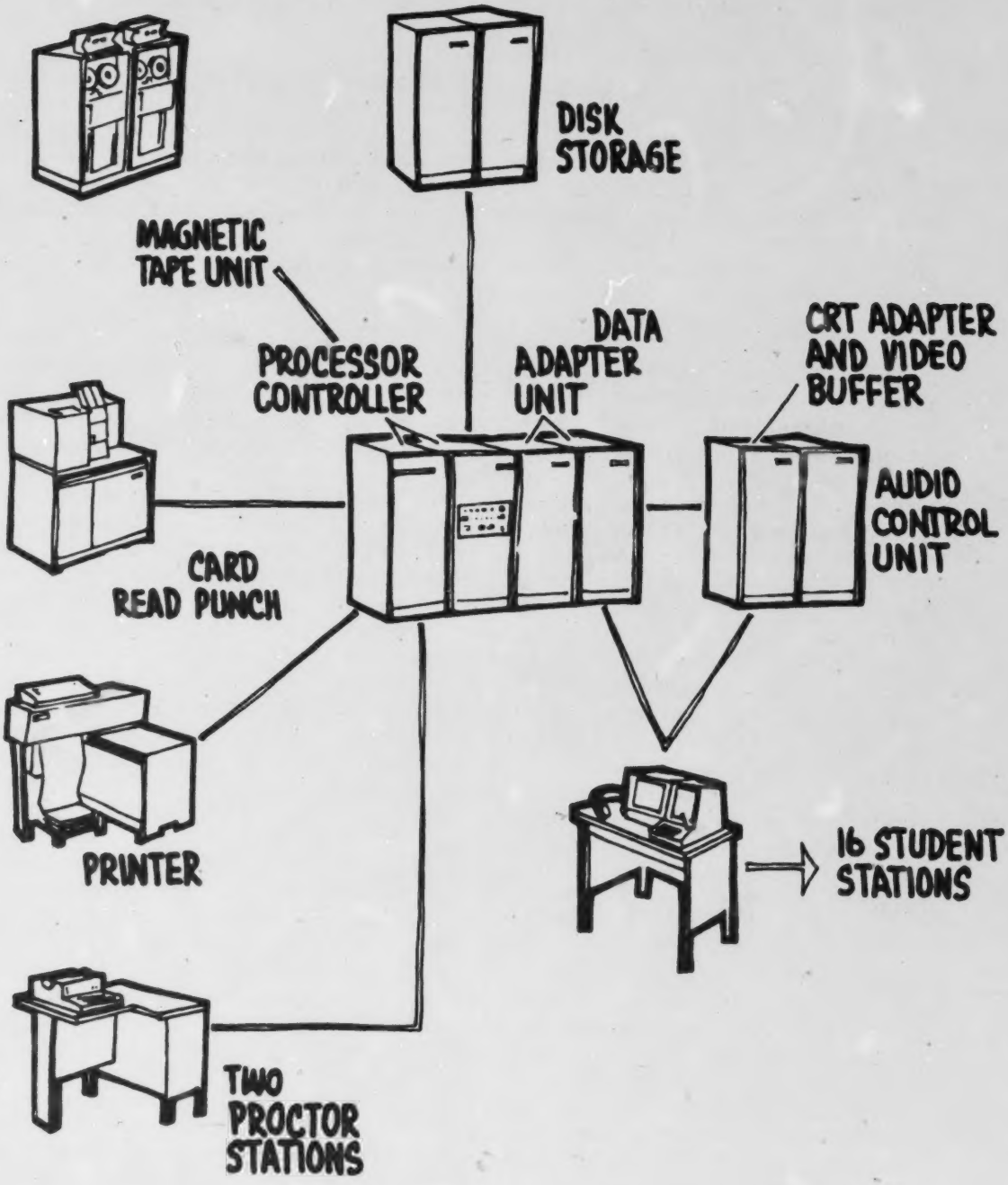

Figure 2.

plus part-time debuggers and graduate assistants. Three proctors handle the children in the terminal room itself and are responsible for off-line instruction. IBM has also provided several customer engineers who are either on duty at the laboratory or are on call.

Students come to the laboratory in four groups, since the terminal room is equipped to accommodate only sixteen students at a time. Each group receives 20 minutes of instruction and there is a minimum of 10 minutes between groups. The 10-minute interval is necessary in order to prepare the system for the next group. Each student is signed-on at a response terminal and the appropriate films and audio tapes are loaded into the projectors and audio-drive units. When the sign-on process is complete the name of the student assigned to a given terminal appears on the CRT.

When a new group arrives, the students enter the terminal room, seat themselves before their assigned terminals, put on their earphones, touch their names with the light pen and the lesson begins. During the instructional session the machine proctor is stationed at a proctor's typewriter which transmits messages from the central system. Each block of problems within a lesson has an error limit which is 50 percent of the total number of problems within the block. If this error limit is exceeded by the student, notification of this condition is transmitted to the machine proctor, who in turn conveys the information to the teaching proctor. The teaching proctor then observes the student and chooses between two courses of action. If the difficulty appears to be mechanical (e.g., the student is not using the light pen correctly) or some minor misunderstanding of directions or lapse of attention, the teaching proctor may sign on the terminal with the student and help him through the troublesome section. By signing on the terminal, a proctor bit is set in the response record to identify responses which are not necessarily those of the student. If, however, the student's difficulty appears to be of a serious nature, the proctor may remove the student from the terminal and transfer him to the remedial teacher for diagnosis and personal instruction in the off-line teaching room.

It is not intended that all initial reading instruction be carried out in the 20-minute session on the CAI system. The program is a cooperative effort between the normal classroom reading instruction and the Stanford CAI project. Accordingly, teachers with the CAI curriculum receive regular reports on the performance of their students on the system. The teachers, in turn, keep the project directors informed of the kind of instruction they are carrying out within their own rooms. This dialogue is effected during weekly meetings.

The project's contribution to the dialogue consists primarily of a weekly report which is generated by the computer and

which gives the student location by lesson within the curriculum, plus a weighted index of each student's performance within each of the standard lesson blocks. This performance index is cumulative but is weighted for current performance more heavily than for past performance. Also included on the weekly report is a record of time lost from the system due to various causes and a cumulative total of each student's time on the system. On the basis of the weekly report and discussion within the weekly meetings, the classroom teachers are able to devise and carry out instructional procedures appropriate to each student's progress on the system.

An extensive teacher's manual includes not only a detailed description of the curriculum but also a large number of correlated and well prepared classroom activities from which the teacher may choose. Exercises and games keyed to blocks of lessons and applicable to small groups as well as to individual students are presented.

Curriculum Rational and Description

A basic assumption underyling the Stanford CAI Reading Curriculum is that the English-speaking child brings to the initial reading task a relatively large vocabulary and at least an operational knowledge of English syntax. He has a knowledge of the language which is sufficient to enable him to communicate with his peers and with adults. Therefore, the primary goal of initial reading is not to teach the language but to teach the orthographic code by which we represent our spoken language.

If one is attempting to teach a code, the most reasonable approach is to begin, not with all the irregularities and exceptions, but rather with the regular and consistent patterns. This position is not unique to the Stanford Project. It has been advocated by linguists for some years (Bloomfield (11), Fries (18)) and has been implemented in several "linguistically oriented" reading series.

A detailed discussion of the psycholinguistic rationale of the curriculum may be found in Rodgers (37) and Hansen and Rodgers (25). The following quotations from Rodgers (37) provide a concise summary of the goals and procedures in the Stanford Project.

> "From a practical point of view, our program is an attempt to provide non-readers with some limited analytic skills--phonological, morphological, syntactic and semantic--and some considerable confidence in the use of these skills. It is not our intention to teach the child all of the sound-symbol pattern correspondences, all of the morphological variations, all of

the usages of frequent vocabulary items, or all of the sentence patterns of English. It is our intention to give the student enough skill and self confidence to involve him in that confrontation known as beginning reading. We believe it is the ability to make reasonable inferences concerning unfamiliar or unobserved sequences on the printed page that we are ultimately trying to teach reading.

We have defined the Stanford approach to initial reading as applied-psycholinguistic. Hypotheses about the nature of reading process, the nature of learning to read, and the nature of teaching reading have been constructed on the basis of linguistic information about the structure of language, empirical observations of language use, and an analysis of the function of the written code. These hypotheses have been tested in experimental situation, structured to represent as realistically as possible actual learning and teaching situations. On the basis of experimental findings, these hypotheses have been modified, retested and ultimately incorporated into the curriculum as principles dictating presentation variables and values. This is, of course, somewhat of an idealization since very little curriculum material can be said to have been the perfect end-product of rigorous empirical evaluation. We would claim, however, that the basic tenets of the Stanford program have been formulated and modified on the basis of considerable empirical evidence. It seems probable that these may be further modified or re-formulated on the basis of the considerably greater amount of empirical evidence which will be available as the result of a year's CAI experience with classes of beginning readers.

The Stanford CAI Reading Curriculum may be divided into four broad areas of concentration: (1) decoding skills, (2) comprehension, (3) games and other motivational devices, and (4) review. The lesson material and teaching strategies will be discussed briefly in each area. While all lessons are not alike in their sequence of events, the block level flow chart (Figure 3) of Level III, Lesson 9, may be considered as a fairly representative example.

1. Decoding Skills. The tasks involved in this area of concentration are not unlike those with which you are already familiar. The difference lies in the unique production of these tasks in the student terminal.

An example of one is the same-different task discussed here to give you an idea of the process.

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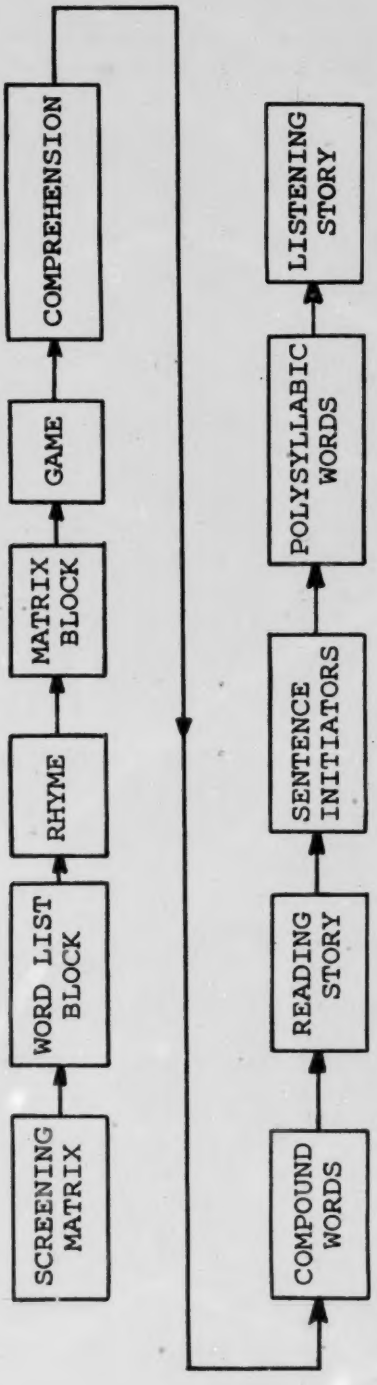

Figure 3.

Lesson Flow-Diagram

A pair of letter-strings is presented on the scope. The student is requested to touch one of two boxes that designates whether the letter-strings are the same or different. The letter-strings are designed to include reversals, one letter differences, two letter differences, and easily confused letters. This task provides additional opportunities to acquire functional recognition cues and the serial order concept of letter sequences within words.

The matrix* construction presents rhyming patterns in column such as:

	an
r	ran
f	fan
c	can

Alliteration patterns are presented in rows as shown below. The matrix is constructed one cell at a time.

	an	at	ag
r	ran	rat	rag

2. Comprehension. Although a great deal has been written about "reading comprehension," it is not at all clear what is meant by the term. The general approach in current reading materials and reaching achievement tests is at the paragraph level and primarily employs practice in recall or identification of specific details and sequence of events and in identifying the "main idea."

While using the standard techniques, The Stanford Project has also attempted to look at the question at the sentence level. They have advanced three propositions as necessary components of such a definition. In order to maintain that one comprehends a sentence one must be able to demonstrate that one has: (1) an appropriate set of semantic associations for each word in the sentence,(2) an operational knowledge of syntax, and(3) the ability to identify the words in the sentence which convey a given piece of information.

Usage

A list of words is displayed on the scope. Definitions are

given auditorally one at a time and the student must identify the word that matches each definition by a touch-probe response.

A strict "dictionary definition" format is avoided in defining word items. Stanford definitions have been re-constructed to stress functional meanings. This re-construction can be seen in the following example. For the word bat one dictionary definition is: "a stout wooden stick or club, used to hit the ball in baseball, cricket, etc." In the lesson materials this is reformulated in the following instruction: "Touch and say the word that means something you might use to hit a baseball."

Form Class

As part of the concept of "comprehension" of a sentence, one must consider the child's basic understanding of English syntax. One behavioral manifestation of a child's syntatic sophistication is his ability to functionally group words into common form classes (nouns, verbs, modifiers, etc.). This section provides lesson materials that both assess and teach the form class characteristics for the words just presented in the matrix section.

The following type of problem is presented to the student:

IMAGE ON CATHODE RAY TUBE			RECORDED TEACHER INSTRUCTIONS
Dan saw the	tan fat man run	hat.	Only one of the words in the column will make sense in the sentence. Touch and say the word that belongs in the sentence.
			Correct Answer: Yes, Dan saw the tan hat. Do the next one.
			Wrong Answer: No, tan is the word that makes sense. Dan saw the tan hat. Touch and say tan.

Inquiries

Individual words in sentences constitute unique and conversationally correct answers to questions. These questions the form "Who ---?, What ---?, How ---?" etc. The ability to select the word in a sentence that uniquely answers one of these questions demonstrates one form of reading comprehension at the level of the sentence. The set of exercises described in this section constitutes an assessment of this reading comprehension ability.

John hit the ball.	Touch and say the word that answers the question.
Question:	Who hit the ball?
Correct Answer:	Yes, the word "John" tells us who hit the ball.
Wrong Answer:	No, John tells us who hit the ball. Touch and say John.
Question 2:	What did John hit?
Correct Answer:	Yes, the word "ball" tells us what John hit.
Wrong Answer:	No, ball tells us what John hit. Touch and say ball.

As in the form class section, each sentence is composed of words from the student's reading vocabulary. A wide variety of sentence structures are utilized beginning with simple subject-verb-object sentences and progressing to structures of increasing complexity.

Stories Read to the Children

From the very beginning lesson the children have an opportunity to listen and react to children's literature. In the actual lesson format, the story is presented on the CRT, sentence by sentence, so the child can follow the print as it is read to him. Pictures are presented with stories if the Project staff believes the children need help in understanding certain concepts being presented. At the completion of each stury, the following types of questions are asked:

(1) subjective ratings as to positive or negative reactions,

(2) specific questions on factual identification of characters or events in the story,

(3) identification of the main theme of the story,

(4) identification of the sequencing of events.

Stories the Children Read

When the children have mastered a sufficient amount of

vocabulary, including function and syntax words, stories which are actually read by the children are introduced into the reading lessons. They are first inserted in the lessons at Level IV.

The stories are presented on the scope in the same manner as a story is presented in a story book. The child is to read the story by himself. If he does not know a word, he is directed to touch the word and the entire sentence in which the word appears is read to him. Illustrations are used with the stories as they are needed at certain points to help develop an understanding of the concepts being presented.

After the child has completed the story, he is presented with a series of questions to determine his level of comprehension. The types of questions are divided into four main categories.

(1) questions that deal with the direct recall of facts such as the identification of characters and the sequence of events,

(2) generalizations about main ideas which relate both characters and/or events are not presented in close contiguity,

(3) inferential questions which require the child to relate information presented in the story to information stored in his memory about his own experience,

(4) subjective questions which include personal ratings and opinions of the stories.

3. Games and other Motivational Devices

Rhymes

Rhymes are sequenced into a lesson as a listening activity to help the child develop competency in the discrimination of the rhyming and alliterative sounds of words and to demonstrate to the child the rhythmic use of language. The selection of rhymes for each lesson is based upon the sound patterns found in the matrix section of the lesson.

Games

Games are sequenced into each lesson primarily to encourage continued attention to the lesson materials. The games are similar to those played in the classroom and utilize the terminology common to game-like situations such as baseball or bingo. In addition, each game has been structured to reveal any developing linguistic competency on the part of the child. The question of

how children come to see orthographic commonalities is relatively unexplored, and the game is intended to provide the researchers with some basic information with which they can more precisely direct their thinking. Moreover, the games give the children added practice on the sequenced vocabulary.

4. Review Lessons. Two types of review are to be found in the reading lessons. A continuous review is inherent in the learning materials which are sequentially introduced in a given lesson and subsequently incorporated in the activities of succeeding lessons. For example, words which are introduced in list and matrix exercises in Lesson N are reviewed in the sentence initiator and story materials of Lesson N+1. A more conventional type of review is also furnished by lessons designated as review lessons. These appear approximately every seventh lesson. Vocabulary and concepts previously introduced are re-presented but in different formats.

For additional information on the Stanford CAI Reading Program write to:

Dr. Richard C. Atkinson or Dr. H. A. Wilson
Institute for Mathematical Studies in the
Social Sciences
Ventura Hall
Stanford University
Stanford, California 94305

Stanford-Brentwood CAI Laboratory visits are on a prescheduled basis. You may write to:

Coordinator of School Affairs
CAI Laboratory
2086 Clarke Avenue
East Palo Alto, California 94303

Or, you may call: (415) 325-1568 (Receptionist can schedule visits).

Glossary of Computer Terminology

alpha-numeric

The alphabet from A-Z, the numbers from 0-9 and all the special characters such as +, =, -, x, /, etc.

branching

The computer determines if a learner is up to criteria and then shifts the material presented to him according to the result of the criterion test.

computer-assisted instruction (CAI)

1. A totally specified instructional program in which a computer is utilized for the purposes of response evaluation, task sequence, and record keeping.

2. An instructional program which utilizes a computer system as an instructional aid in the following ways:
   a. It provides the classroom teacher with performance data on individual children and,
   b. It provides children with subject matter drill and evaluation (an instructional program), thus allowing the teacher more opportunity for enrichment activities.

hardware

The actual computer wires, wiring, configuration. The solid pieces of a computer.

input

1. Information transferred from outside the computer (by man or machine), including secondary or external storage, into the internal storage of the computer.

2. The sections of the computer which accept information from outside the computer (i.e., punch-card readers).

light probe (light pen)

A special pen with a current going through it so that when it is placed on a CRT (cathode ray tube--the television screen) or scope it completes a circuit and allows the computer to determine where the pen (probe) was placed on the screen.

matrix

Rectangular arrays of entries appearing in rows and columns. These entries can be any alpha-numberic symbol. (See above for definition of alpha-numeric.)

output

1. Information generated by the computer and emitted in some form (i.e., punched cards, display on scope, writing on magnetic tape, storing on magnetic drums.)

2. Information transferred from the internal storage of a computer to secondary or external storage, or to any device outside the computer.

3. Generally, giving out information from the internal memory of the computer.

4. The device or devices which bring information out of the computer.

scope

The cathode ray tube commonly referred to as CRT.

software

1. The programs, or actual series of instructions, for the computer.

2. Computers, assemblers, and programming systems.

terminal

Input and output devices (i.e., student stations.)

An overview demonstration lesson on film, intended for parents, classroom teachers, curriculum writers, researchers, computer personnel, as well as others interested in this mode of instruction, may be borrowed by writing to:

Coordinator of School Affairs
CAI Laboratory
2086 Clarke Avenue
East Palo Alto, California 94303

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THE "TALKING TYPEWRITER"

From the Publisher's Material and Program ▪ ▪ ▪

The "Talking Typewriter" was developed by Dr. Omar Khayyam Moore and Mr. Richard Kobler. It is manufactured by The Thomas A. Edison Laboratories, Division of McGraw-Edison Company of West Orange, New Jersey. It is available on a sale or lease basis from Responsive Environments Coorporation (R.E.C., Englewood Cliffs, New Jersey.) R. E. C. provides programs and programming assistance, trains personnel in operating procedure, installs and maintains the sophisticated Learning Systems.

The "Talking Typewriter" is a computer assisted, multisensory (sight, sound, touch), Learning System for teaching the Language Arts (reading, writing, speech, listening) and other related skills. It has performed very effectively with normal and gifted students, the slow-to-learn, mentally retarded and brain damaged individuals. It has also helped in the therapy of autistic children.

It requires no programming skills--only a knowledge of typing.

The specially designed typewriter keyboard has colored

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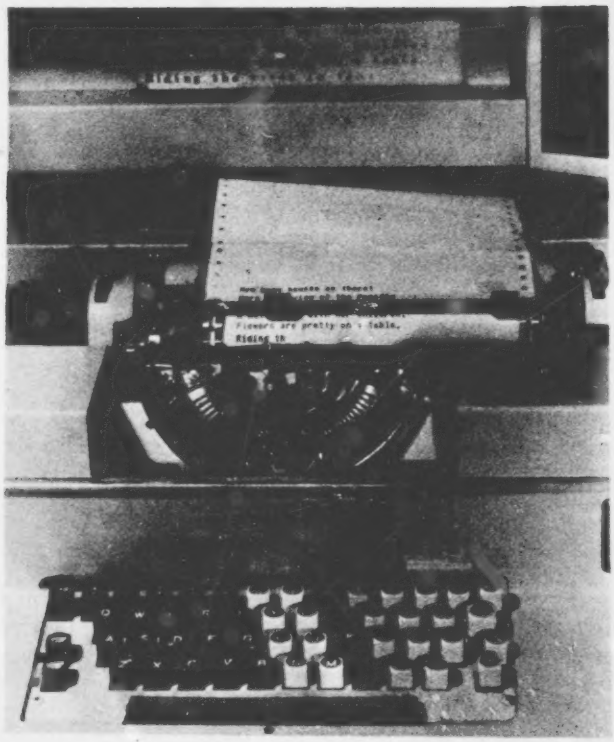

keys that act as clues to key identification. Beginners have their fingernails painted in corresponding shades. The keyboard contains all the basic alpha-numerical and arithmetical symbols that type in both upper and lower case.

The device is also equipped with a speaker; recording equipment; a slide projector; and an exhibitor.

Also referred to as The Edison Responsive Environment Instrument, it reproduces several of the sensory responses of a human being. That is, it talks, it listens, it accepts, it responds, it presents pictorial or graphic material, it comments or explains, it presents information, and it responds to being touched. In use, these features of sight, sound and touch can be orchestrated to do each of these things in a straight line sequence or in planned parallels of these different sensory behaviors.

Non-professional programmers are trained by the Responsive Environments Corporation, the manufacturers. The forms for the encoded card (approximately 8" x 11") provide a convenient record of the lessons prepared; and can be filed for future reference, reuse and research purposes. This sytem can be programmed in English or in the language required by the student. The Talking Typewriter is self-contained. No remote connections are necessary. All program preparation is always carried out

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directly on the instrument used by the student. While one child is working on the rest of his program, the monitor is free to set up another student in another booth for his individualized session. The changeover can be made by the non-professional, trained teacher aid. The front of the encoded card presents the typed material to be shown by the exhibitor. The back is coated with magnetic storage material that stores the audio lesson as well as the digital codes for operating the keyboard, the slide projector, the moving pointer and other commands which synchronize with the system. Although the typical lesson is 15 to 20 minutes long, up to one hour's lesson can be contained on each card. The pace at which a student is learning, can be observed, and any necessary adjustments to maintain a comfortable discovery atmosphere can be made from outside the booth.

In its simplest operation, the depressing of any key by the pupil will result in the immediate pronunciation of the particular key-symbol and also in the instantaneous typing of that symbol on the typewriter paper in extra large type-style.

Not only must the keyboard be "jam-proof" but, most important, once a key has been depressed, no other key of the total keyboard can be depressed until the audio-pronunciation is completed. Otherwise this would lead to "wild-typing" and jibberish audio pronunciation.

Probably one of the most important features of the E.R.E. System is the fact that any symbol pointed to by E.R.E. is also "encoded" in its keyboard. This means that this particular key is the only one which can be operated by the pupil and which will type its symbol on the typing paper, while all other keys are inoperative (blocked).

A typical operation would be for E.R.E. to point out a particular letter, to pronounce this letter to the pupil, and to free the one single, particular key corresponding to this symbol for manual operation by the pupil. The moment the pupil depresses this key, the pointer will move to next symbol, pronounce it, and free the corresponding key on the keyboard. Here, again, it must be possible for the E.R.E. to pronounce symbols in the before-mentioned two or three modalities (letter names and phonemes dependent upon the program).

As the pupil proceeds from letters to words, an additional audio system takes over which, although it can be programmed to take effect at any time or special point of the program, is frequently activated when the "space-bar" is depressed by the pupil. Since the depression of the "space-bar" indicates the end of a word, E.R.E. will at that point pronounce and spell the word just typed. Similar rules hold true of the audio-recapitulation of a total sentence after "period" and even of total paragraphs or stories.

Finally, in order to give precisely controlled "gestalt-illustrations" of orthographically presented materials, pictures can be shown to the pupil in close relation to the rest of the program. This is accomplished through an automated rear-projection-instrument built into E.R.E.

Research

To date, little research evidence is available on this computer-assisted apparatus. What little research has been done consists of very small groups of children and adults. The few reports that are available do not give thorough descriptions of populations--both control and experimental. This information is difficult for the researchers to obtain, as the few studies completed all took place in large urban poverty areas with highly trancient populations, where data is not easy to gather.

Also hampering research efforts, is the fact that in addition to a child working on the Talking Typewriter for a twenty minute lesson, he then returns to his classroom and may or may not receive additional instruction from the classroom teacher. This variable is most difficult to control. Another factor that has not been detailed as yet, is the effect the quality of the program the child is exposed to has on his ability to learn. How good is the program itself? Perhaps, it is in large part

dependent on the competency of the programmer, and the quality and effectiveness of the program the child receives.

Not to be overlooked, however, is the enormous potential computer-assisted programs have for education in the not too distant future. As with many other approaches to reading instruction, much more research needs to be done before we can reach even tentative conclusions. Until that time, we should keep an open eye and mind to the advantages and disadvantages of newer programs such as this one.

Additional information may be obtained from the publisher by writing the marketing representatives of the Edison Responsive Environment:

Responsive Environments Corporation
200 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

To Talk Over With Your Colleagues ▪ ▪ ▪

1. Teaching is complicated and highly complex. Many things a teacher does--somewhat routinely--could never be programmed or handled by a machine. Discuss the teaching-learning situations in which a teacher can never be replaced by a machine.

2. In the near future, the use of para-professional personnel in school and classroom will become more commonplace. How would you and your colleagues utilize the services of ancillary personnel in the teaching of reading? How can they help you build a more efficient and effective reading program?

3. The fear of automation by classroom teachers is real. What do you consider to be the most important ways in which automation may affect the regular classroom teacher as we now see her role?

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PERIODICALS

American Educational Research Association

A separate section in this organization's publication is devoted to CAI and education.

Audiovisual Guide

Audiovisual Instruction

Audiovisual Language Journal

Automated Education Letter

A monthly supplement to Automated Education Handbook.

Automated Teaching Bulletin

AV Communication Review

The Clearing House

Data and Control

Educational Technology

Entelek, Inc.

CAI Research Abstracts. A monthly supplement to Automated Education Handbook.

Journal of Educational Data Processing

Journal of Programmed Instruction

NSPI Journal (National Society for Programmed Instruction)

Programmed Learning and Educational Technology

TO THOSE WHO ASSISTED

We thank you for your cooperation and participation which made this program possible.

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John Minor, Superintendent

William Rybensky, Principal, Brentwood Elementary School

The First Grade children of Brentwood School

Karl R. Anselm, Coordinator of School Affairs, Stanford-Brentwood CAI Laboratory

Program Guest:

Dr. Richard C. Atkinson, Professor of Psychology, Stanford University; Director, Stanford-Brentwood CAI Project in Reading.

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Responsive Environments Corporation (R.E.C.)

words in color

"even if i don't know the names of my colors, i can still learn to read."

3

Chapter 3

WORDS IN COLOR

Recommended Reading ■ ■ ■

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A Point of View ■ ■ ■

Words in Color is one of a growing array of approaches to beginning reading instruction. Like other approaches, it has both proponents and opponents. Six years have passed since its introduction in the United States, yet, the very few research studies completed to date are quite inconclusive and invite much deeper questioning. (This questioning and need for further research applies to many other new methods and materials as well.)

Guy Bond (14) reported the results of the national first grade study in which twenty-seven different approaches to beginning reading instruction were examined, and to some extent, were compared with each other. Words in Color was not one of those studied. Bond's summary may serve as a cautious introduction to the examination of Words in Color. He states:

> "No one approach in beginning reading instruction is so outstanding that it should be used to the exclusion of others. The effectiveness of any approach is increased by use of techniques from other approaches. Any given approach produces better results than do others in one or several reading outcomes, (e g., vocabulary, comprehension, spelling, word meaning) but not all. There is a greater variation between teachers than between approaches."

It is unfortunate that Words in Color was not among the methods studied.

The research to date on Words in Color is difficult to evaluate since there exist few systematic studies. Lillian Hinds, in her presentation (10) described three studies. The Milwaukee Study, the Dodd Study, and the Cleveland Study. The

Milwaukee Study should be skeptically examined. There was no control group. How well might these adults have learned to read with other methods of instruction? The teacher variable apparently was not controlled. The validity of the IQ's reported on the students is highly suspect. Little credence can be given to the scores for two reasons: (1) the subjects are described as coming from disadvantaged backgrounds, and (2) typically, any subject poor in reading is handicapped on most intelligence tests. The "rule of thumb" used to measure gains is also to be questioned. Hinds attempts to treat 30 hours of instruction as though it were but six full school days, then states that six days is about .03 percent of a school year. Hinds then proceeds to make a mean comparison using the derived percents. Based on classroom instruction of one hour of the school day devoted to reading represents not six days, but 30 days or one-sixth of a school year.

The second study cited, the Dodd Study, does not report the control of two crucial variables; teacher competency and the mental age differences between experimental and control groups. The cases reported at the end of second grade are based on only 19 cases per method. What happened to the rest of the children? Which children were "lost" in each group--the high or low achievers? How much faith can be put into conclusions based on so small a sample and with such minimal information about the sample?

Hinds intersperses her report of research with glowing testimonials. In the absence of research, opinion reigns. Many of the enthusiastic testimonials given to this method as cited by Hinds are typical of testimonials given to many new methods in advance of bonafide research. They are strictly opinion, unsubstantiated by even the simplest of accepted research designs in education. They are of little value to a researcher in attempting to search for improved methods and practices.

Dr. Hinds then proceeds to describe her own research. In commenting on her own study, she presents a more complete and detailed description of her investigation with the Cleveland adult illiterates. The major procedures followed by teachers are carefully and concisely described. Yet, additional questions appear to be in order:

1. How does one define an adult illiterate? Below what grade level of reading achievement is one considered to be illiterate? And how do we define "a functional illiterate"?
2. Are the statistical results based on <u>all</u> 37 contrast and <u>all</u> 33 experimental subjects? Which conclusions are based on the performance of 18 subjects? IQ scores are reported on less than one-half of the contrast group and color blindness test scores are available on only two-thirds of the contrast group.
3. What were the criteria for the selection of the 18 subjects who comprised the descriptive approach?

Other fragmentary reports on the use of Words in Color have appeared from time to time in lesser known journals and news letters. Estelle Harris (7) wrote enthusiastically about this method after experiencing success with 11 elementary school children. She says: "After two and one-half hours of instruction per week for 22 weeks with only the 'Words in Color' method, these pupils showed a gain in reading of six months to one and one-half years." Miss Harris was simply reporting an action research study which she conducted. Her very inspiring article had a very large reading audience, (NJEA Review), and, this method, to the average classroom teacher sounded extremely promising. No doubt many other teachers would love to jump on the bandwagon. This perhaps was the prime motivating factor in Fry's critical letter to the Review concerning Harris' research and Words in Color. In part he states:

> "Recently, I bought a copy of the New York Herald for April 15, 1865 (the day Lincoln died) and it contained a full-page advertisement for a liniment backed up by about 50 testimonials. It is indeed amazing that this liniment is no longer being sold because there are testimonials which state that it will cure sore throat, stiff knees, headache, and numerous other ailments (poured in bath water, it aids pimples and promotes sleep). One should not overlook that it is also very beneficial for many ailments of horses and mules. Last but not least, I noted that one of the testimonials was signed by an M.D.
>
> If there is any analogy for the teaching profession, I leave it to your readers." (4)

This verbal exchange is cited as an example (there are many others) of the conflict that comes about when new departures in reading are reported. In evaluating any new program or approach to reading, we cannot reach even tentative conclusions until the method has had a fair trial. Words in Color as a method of teaching reading has not been subjected to rigorous research. Since there is little or no hard data, we must fall back on other means of evaluating this method. We must do it fairly.

These questions we must seek to answer:

1. Is the method educationally and psychologically sound?
2. Does it incorporate what are considered to be sound learning principles in the teaching of reading?
3. Is it superior to other methods?
4. Is it efficient, effective and economical?

McKee and Durr (12) have written about questional attitudes and ideas inherent in the use of both Words in Color and the Initial Teaching Alphabet. The following four statements identify the most important of the questional matters they cite:

1. "A denial of, an unwillingness to capitalize on, or at least a failure to recognize the simple fact that the pupil already knows the pronunciation of each strange word and that the only thing he does not know and needs to find out is which of the many words familiar to him in spoken form is the one represented by the strange printed form.

2. "The notion that the pupil's task in unlocking a strange word consists of figuring out the pronunciation of the word and that instruction in beginning reading includes teaching him how to pronounce the words he encounters.

3. "The belief that in order to unlock a strange word the pupil needs to know well each letter-sound association represented in the word, and that he should be taught to unlock each strange word by sounding it out through the use of most if not all of the associations represented therein.

4. "The notion that what the pupil could be taught profitably about letter-sound associations for vowels as a part of instruction in spelling is also what he needs to know about those associations in order to do well in beginning reading."

Fry (5) also has stated his opinion of Words in Color:

> "The memorization of the 47 different sounds with their corresponding colors, as well as the 270 letter combinations which commonly are used in writing these sounds, appear at least on the surface to be the height of a mechanical memorization approach to beginning reading. Demonstrations put on by the publisher managed to be interesting and lively, but as yet, research proof is lacking for the superiority of this method over any other."

The problem and the question of how the color-blind or color-weak child functions has yet to be fully answered. Many educators are concerned with this aspect of Words in Color. Perhaps the comments of Dvorine, an optometrist, will shed some light on avenues of possible future research concerning what he terms "color discrimination" rather than color-weak or color-blind. Dvorine (3) observes:

> "Sometimes we encounter a better-informed person who perceives the problem as a simple inability to see red and/or green, and we must tell him, with polite regret, that he, too, is wrong.
>
> It just is not that simple. He who can see only black, white and gray--remaining blind to red, green or both--is very rare indeed.
>
> Yet an estimated ten percent of all American men suffer a more or less discriminatory confusion in their ability to isolate and identify the approximately 165 tints or color variations ranging across the visual spectrum....
>
> What it all commonly amounts to, then, is not so much a blindness as a confusion. The colors can perhaps be seen fairly clearly when alone, but when a color is placed adjacent to others, or even to various shades and tints of itself, the feat of matching, mixing, and identifying is apt to be beyond the capacity of those suffering from a color discrimination deficiency."

The following tentative answers to these questions are based on my background of teaching and research in reading. Although the suggested answers are open to argument and rebuttal, until conclusive evidence is offered, I will stand on the following:

1. The method has not proven to be superior to any other method of reading instruction.

2. This method, alone, or in combination with other methods has not proven to be superior to other approaches.

3. This method, when used with remedial readers has not proven to be more effective than the combination of methods generally accepted as the foundation of a sound remedial reading program.

This position is supported by others who have studied the method or aspects of it.

Cautions:

Not to be overlooked is the fact that how a teacher uses this method may be more important than the method itself.

The problem of color blindness and Words in Color may be grossly underestimated. Dvorine (3) estimates color blindness to be ten percent of the population, whereas, Gattegno (6) suggests that it is less than five percent. Gattegno (6)

further suggests that completely color-blind children "will be able to benefit from the logical and systematic presentation of the signs of the English Language." If this be true, may it not also follow, that the color may not be of consequence at all, but rather, the logical and systematic letter and word groupings are more important than, for example, the use of color-coded letters?

It must also be noted that children have learned and do learn with this method. Or perhaps, and more likely, this method plus a dedicated, motivated, interested and highly competent teacher (who also utilizes or borrows many elements of other methods) is the key ingredient.

WORDS IN COLOR

From the Publisher's Material and Program . . .

Author: Caleb Gattengo
Publisher: Xerox Corporation

This unique program color codes our standard alphabet in such a way that one color always represents one sound--regardless of its spelling. The pupil does not grow dependent upon color because, from the beginning, he also reads in black and white. In this way, there is immediate and constant transfer of the sounds and their symbols regardless of color.

This reading and writing approach is for beginning readers and for children and adults who have not learned to read and write by other methods. On the average, most young learners can master the program in 35 to 40 lessons, or in about 8 weeks. Most adults can learn to read by this method in approximately 20 lessons.

How Color is Used

Each of the 47 sounds of English is printed in a distinctive color on wall charts. A total of 280 signs, composed of single letters or groups of letters, are colored according to how they sound in a given word. Thus, color is used to make English phonetic without in any way changing traditional spellings.

A sound is always represented by one color--regardless of its spelling. If it is the short sound of a, it is white whether it is in pat or laugh. Children use these color clues to help them fix the image in their minds.

From the beginning, the pupil writes and reads in black and white each colored sign that he is introduced to so that there is immediate and constant transfer. Since he carries the images of

these signs in color in his mind, the pupil can evoke and revoke the images if he needs them for reading or writing. Thus he is not dependent on printing in color.

Spelling is considered an integral part of the English language to be read and written as the child records what is spoken. Toward the end of the program the pupil learns the names of the letters.

How Words in Color Differs from Other Methods

From phonetic methods:

Words in Color keeps the traditional letter shapes (and spellings) of the English alphabet, using color only to identify sounds.

Confusion between the sounds of letters and the traditional names of letters is avoided by withholding letter names until the end of the program.

Learners do not sound out letters since consonants are not sounded by themselves but only with vowel sounds. Thus, pupils "sound out" words or syllables as they are actually pronounced.

From sight or look-say approaches:

Words in Color does not depend on the learner's memorizing the whole word with no awareness of its sound parts.

Nor does meaning depend on context or picture clues that may lead to distorted meanings, to guessing, or confusion. Meaning comes as the pupil discovers that the sound of the written words are those of words he already uses or can use.

From linguistic approaches

Words in Color introduces learners rapidly to sounds and their spellings so that pupils can immediately begin to put them together in words and meaningful sentences. Thus, the whole of their spoken vocabulary and much new vocabulary is quickly at their disposal in both reading and writing.

The Materials

For the Teacher:

Backgrounds and Principles--describes the approach, how it originated and the principles of learning on which it is based.

Teacher's Guide--Describes the teaching methods with detailed suggestions for the content and sequence of lessons.

For the Entire Class:

- Charts 1 to 21 (colored)--progressively introduce the sounds of English, beginning with the most regular spellings and proceeding through virtually all the regular and irregular signs of the language.

  Phonic Code (8 charts in color)--a systematic organization of the signs (spellings) occurring in English; 4 charts present the vowel sounds with their varied spellings; 4 charts present the consonants with their varied spellings.

  Word Cards--introduce words representing different parts of speech. Each part of speech is printed on a card of a special color. By putting words together into sentences, learners discover the structural elements of complete sentences.

For Each Learner:

Book 1--introduces the learner to five vowel sounds (short --a, u, i, e, o--and three consonants--p, t, s, s(z)--and the words and sentences that can be made by combining these sounds and images. Book 2--acquaints the learner with the regular spellings of vowels and consonants and with many examples of words and sentences. Book 3-- enables the learner to read and write the irregular signs of the sounds in the Phonic Code.

Word Building Book--progressively introduces the sounds of English until the entire Phonic Code has been presented.

Book of Stories--a collection of stories to give pupils practice in continuous reading after they have completed Book 2.

Worksheets 1-14--enable pupils to manipulate the language they are learning by providing challenging exercises based on class work, on Books 1, 2, 3 and on the Book of Stories.

Intellectual Games Motivate Learning

Through visual dictation--the teacher points rapidly to words arranged in random order on the wall charts, and forms numerous sentences. The pupil learns to read silently and can then give the whole sentence orally, which ensures comprehension.

In the game of transformations, the learner's skill with the language is stimulated and reinforced when he performs the operations of addition, reversal, substitution and insertion upon sounds and groups of sounds:

Groups of sounds

at ---------by addition becomes--------pat
tap--------------reversal--------------pat
pat------------substitution------------pet
pet-------------insertion-------------pest

Group of words

stop----by addition becomes-------stop pat
stop pat-------reversal-----------pat stop
pat stop-----substitution---------pat step
sit pat-------insertion---------sit up pat

For additional information on Words in Color, write to:

Xerox Education Division
Division of XEROX Corporation
600 Madison Avenue
New York, New York 10022

To Talk Over With Your Colleagues ■ ■ ■

1. How can Words in Color help a child's spelling ability?
2. In what ways are Words in Color and the Initial Teaching Alphabet alike? In what ways are they different?
3. How do you think this method will work with children who have failed to learn with other methods?
4. How can this method be integrated with another approach you currently use?

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We thank you for your cooperation and participation which made this program possible.

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Harriett Zozel, First Grade Teacher and her class, Blacow School

The following members of the San Rafael City Elementary and High School District, San Rafael, California:

John F. Plank, Superintendent

Dr. Eve Geiger, Director, Instructional Materials Center

Webster J. Smith, Principal, San Pedro Elementary School

Ruth Owens, First Grade Teacher and her class, San Pedro Elementary School

Publishing Companies:

Xerox Corporation

initial teaching alphabet

"our 26-character alphabet does a poor job of representing the 40-odd phonemes of english speech. many people have vigorously advocated one or another system of reform.

george bernard shaw

4

Chapter 4

INITIAL TEACHING ALPHABET – I.T.A.

Recommended Reading ▪ ▪ ▪

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Zeitz, F. "I.T.A. and the Below-Average Child; with Reply by A. Mazurkiewicz and Rejoinder." Reading Teacher 19: 515-518; April 1966.

A Point of View ▪ ▪ ▪

Attempts to simplify the spelling and, hence, the reading of English have a long history. They aren't new to the student of the history of reading instruction. Schemes devised by educators appeared as early as 1644.

Basically, these schemes have relatively the same purpose--to give the beginning reader fewer symbols to learn in beginning to read. Although our English language is made up of twenty-six letters, they represent, in a wide variety and multiplicity of spellings, the forty-four or forty-five sounds in the English language.

A new wave of symbol simplification is again with us. Perhaps the most unique and widely publicized approach as it is now called, is the Initial Teaching Alphabet. It is composed of forty-four symbols which replace the traditional alphabet. Originally it contained 40 symbols and was called the Augmented Roman Alphabet. Trial proved the need for additional letters to compensate for inadequacies in the original augmented alphabet and four more symbols were introduced. This alphabet, sometimes abbreviated and referred to as i/t/a, is the creation of Sir James Pitman, a highly successful British publisher.

The alphabet has been used by many different publishers. Pitman gives approval for others to use his alphabet providing they do not alter the symbols, add to, or delete the basic forty-four characters.

The method. The child is introduced to the symbols during the beginning reading program. He then learns to combine the symbols and the sounds they stand for to unlock words. Concurrently, he learns to write the symbols and has the opportunity to produce original stories, etc.

Usually, the child continues to use the sound simplification alphabet throughout grade one, gradually increasing his sight vocabulary (i.e., words he knows by sight) his power of word analysis and spelling ability. Late in grade one or at the beginning or middle of grade two he makes the transition to our regular alphabetic symbols, most often called "traditional orthography" by sponsors of the initial teaching alphabet, which they abbreviate as "t.o."

All texts, workbooks and worksheets that the child is exposed to are written in the sound simplification alphabet. In addition to the basal reader program, the Pitman Publishing Company has published additional books for independent reading written with the sound simplification orthography. Other British and American publishers have also printed books in this expanded alphabet.

Any radical departure from conventional methods of teaching reading always produces an array of critics as well as captivated enthusiasts for the particular method or medium. The new alphabet itself is a medium. When it is used to teach children to read it becomes a method of teaching. The medium is unique, and the method of utilization closely parallels procedures found in basal reader programs.

One must study and evaluate this method and medium just as carefully and thoroughly as any other method. Our minds must always be open to new ideas and procedures. We must be patient and open-minded in awaiting bonafide research findings.

In attempting to properly evaluate this new program, one must look back to the history, origin and setting of the early experiments. Additionally, one must carefully examine the psychological and sociological impact of a new method with scrutiny.

When the medium first came to widespread attention in 1959 in consisted of forty symbols and was called the Augmented Roman Alphabet. Forty symbols proved inadequate, four additional symbols were added and the medium was re-named the Initial Teaching Alphabet. The first research on the medium was conducted in England beginning in 1961, comprising 400 children in twenty schools. Since that time, the number of children and schools involved in this experiment has greatly increased. The materials of instruction were published by the Pitman Publishing Company. John Downing of the University of London Institute of Education conducts and coordinates the research experiments on this medium.

It is important for the reader to be apprised of the gross difference between the English and American schools. This is a very important factor. The quality of reading materials as well as the degree of teacher preparation in the Queen's schools are equally important factors. Each headmistress is totally free

æ	b	c	d	ҽ		y	z	ʒ	wh	ȼh
f	g	h	ie	j	k	th	ʇh	ʃh	ʒ	ŋ
l	m	n	œ	p	ɾ	ɑ	au	a	e	i	o
r	s	t	ue	v	w	u	ω	ɯ	ou	oi

(Reprinted with permission of Initial Teaching Alphabet Publications, Inc.)

These symbols, when combined to make reading matter, take the following form:

tim wonts a nue dog.

hҽҽ will tæk gωd cær ov it.

mæry will help him.

ʇhæ will bild a hous for him.

to plan curriculum content, method, and materials of instruction. The headmistress is also free to determine the amount of time devoted to reading instruction. In some schools reading and writing consume the major part of the school day. Teacher preparation in infant (primary grade) schools is far less than required of American counterparts. Materials of instruction such as basal readers and teachers guides (which are infrequently used) may be considered inferior to our American basal reader program. Therefore, when a detailed method of operation, such as the initial teaching alphabet method is introduced, improved instruction may result from the single premise that the teacher is being given more adequately developed materials of instruction. Other factors warranting consideration is the teacher's enthusiasm for the new method. This is next to impossible to control in experimental studies. Another still unexplained phenomenon is the massive publicity that accompanied the first experimental studies. Within a six month period, every major magazine in the United States carried feature stories on this medium. Whether or not this publicity was "arranged" has never been explained. It did result, however, in new studies and tryouts in the United States.

There are now several programs of instruction in the initial teaching medium. The English system introduces a sight vocabulary and gradually relates the symbols and sounds of the alphabet, whereas, the American Early-to-Read system begins with the sound-symbol relationship.

Southgate (23) has reviewed the English experiments with the initial teaching medium. Her comments on the incompleteness of the research designs are noted in her cautious concluding statement that:

> "It is important to relate this knowledge to the fact that there has never been, in this country, a reading drive which in any way approaches the magnitude of the current one regarding i.t.a. Furthermore, one should bear in mind that there are other new approaches to reading which are giving good results but which have not had the opportunities for research and publicity open to i.t.a. Consequently, good results in i.t.a. classes cannot be attributed solely to the new alphabet. Too many other factors are inherent in the situation.
>
> "Although many results of the experiment have been published, serious evaluation of them by knowledgable people is hampered by the fact that a complete statement of the experimental design has not yet been released. Such details of the design as have been published suggest that it will prove impossible to separate gains due to a powerful reading drive, backed by unprecedented publicity, from gains attributable to

the alphabet itself. An experiment which compares the results of different and comparable approaches to reading, identical circumstances, is urgently needed before an adequate assessment of i.t.a. can be attempted."

Tanyzer and Mazurkiewiez (Early-to-Read i.t.a. Program, Initial Teaching Alphabet Publications, Inc.) adapted the initial teaching alphabet program of Downing et al and authored a program of instruction more suited to American children's interests. Like its English counterpart, much research activity and experimentation with the American program has been generated. Research reports of the American i.t.a. program are very inconclusive, much like the English program. The First Grade Reading Study sponsored by the U. S. Office of Education appears to be the only well controlled study on this medium.(13) The results of this study do not support wide adoption of this method and medium, nor does it support the contention that it is superior to any other method or combination of methods.

The unsuspecting teacher needs to be cautioned against the continual publicity reports extolling the results of this method, or any other method. They are not bonafide research reports, but rather innocent testimonials and accolades or the medium.

The following statements represent the author's opinions concerning the initial teaching alphabet medium. They will neither please the proponents of this medium nor placate the opponents. They represent tentative conclusions based upon sound principles of learning coupled with the available research data:

1. There is little doubt that children can and do learn to read through this medium and method.

2. Longitudinal studies have yet to demonstrate the overall and lasting good or poor effects of this beginning to read medium on the child's word study, comprehension and spelling ability. Comparisons need to be made at the end of fifth and sixth grade between carefully conducted experimental and control groups.

3. It appears quite logical and sound that a strong program of beginning reading instruction which emphasizes (1) early introduction of the sound-symbol relationship, plus (2) an extended program which provides the child with a multiphonic ability (i.e., the ability to utilize more than one method of unlocking a word, of knowing the various sounds a letter or group of letters stands for; an example of multiphonic ability--"g is usually either hard, soft, or silent.") to analyze words will produce results superior to those of the initial teaching alphabet without the accompanying disabilities of re-learning traditional

orthography and suffering the side effects of withdrawal symptoms associated with a synthetic alphabet.

4. There is little doubt that children can and do learn by this method. Teacher-pupil enthusiasm contribute much to the results so far reported on i.t.a. Further studies and refinements may shed much promising light on this approach.

5. Not to be overlooked is the distinct advantage children who learn to read in the i.t.a.medium have in the following: development of thinking abilities, expressing ideas in writing, multiple practices in both creative and original writing, and opportunities to expand their speaking, reading, and writing vocabularies.

6. This medium allows for an excellent fusing and use of all the language modalities.

THE EARLY-TO-READ i/t/a PROGRAM, REVISED

From the Publisher's Material and Program ▪ ▪ ▪

Authors: Albert J. Mazurkiewiez and Harold J. Tanyzer

Publisher: Initial Teaching Alphabet Publications, Inc.

The first program utilizing the Initial Teaching Alphabet to be published in the United States, the Early-to-Read i/t/a Program, consists of 9 readers (6 clothbound) 8 workbooks, 40 specially created hard-bound library books, and complete teacher's manuals. There are three phases of this program.

Phase I, Basic Skills, consists of three paperback and two clothbound readers and four workbooks which teach the 44 i/t/a characters, a teacher's manual and two sets of library books, with ten books per set. From the very beginning, children are introduced to a symbol and to its sound. Children hear the sound, identify it visually, hear it again, then say it, and in the next lesson learn how to write it, thus utilizing all possible learning modalities. The emphasis in this approach is a comprehensive language arts program which stresses reading, creative writing, spelling and thinking, from the very first day a child begins to read. Approximately 650 new words are introduced in Phase I.

Phase II, Extending and Developing Skills, consists of two readers and two workbooks plus a teacher's manual and three sets of library books (20 books). During this part of the program language arts skills are extended with continued writing stimulated by story pictures, expanded auditory, visual and kinesthetic

practice; comprehension and critical thinking. The workbooks at this phase introduce inflected forms, possessives, tenses, comparatives, long and short vowels and syllabification in addition to maintaining of previously learned language arts skills.

Phase III, Spelling and Transition, provides a program of two readers, two workbooks and a teacher's manual. It is at this stage that the transition to the conventional alphabet is made.

For most children who learn to read in this program, transition to regular orthography takes place by the end of the first-grade year. The materials of the Early-to-Read Program depart significantly from some of our conventional reading texts in that the illustrations are free and uncluttered and convey a degree of humor. Artwork highlights and illustrates the important content of the stories, but not in a literal environment.

Another feature of this program is the diversity and balance of different types of literature and social studies concepts introduced to the children: special events, feelings shared by all children, poems, humor, mystery, narrative poems, ingenuity, adventure, bravery, sea diving, city and country children, and stories about animals, emphasizing the characteristics that identify that class thus including science material also.

The ethnic and geographical varieties in America are represented throughout the program. Many stories stress the inner reactions and emotional experiences shared by all children everywhere and include some parent-child relationships and events as they truly exist.

The Teacher's Manuals for the entire program may be inserted into a loose-leaf notebook. The manuals reproduce each workbook page with a key superimposed for teacher use. Each lesson plan in the workbook gives information on teaching objectives, materials needed, and suggests supplementary activities. Sections in the Teacher's Manuals introduce the stories in the readers, lists new sight and independent identification words and includes preparatory steps introducing a new lesson, concepts to be developed, purpose for reading, extending skills and reinforcement activities as well as suggested activities to provide for individual differences.

For additional information on i/t/a, write to:

Pitman Publishing Corporation
20 East 46th Street
New York, New York 10017

To Talk Over With Your Colleagues . . .

1. Your principal wants to initiate i/t/a in your school. What cautions concerning this approach would you present to him in terms of philosophy and psychology of method, parental approval, and teacher acceptance?

2. With which ideas from research should your principal be familiar before initiating i/t/a in your school?

3. How, other than by teacher opinion, will you measure the results of your teaching using i/t/a?

4. On what basis will you decide to continue or drop an i/t/a program?

5. How will second grade teachers plan a program for social studies, science and health when one half the class has made the transfer to t.o. and the other half has not?

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* Also found under Recommended Reading.

TO THOSE WHO ASSISTED

We thank you for your cooperation and participation which made this program possible.

The following members of Sunnyvale Elementary School District, Sunnyvale, California:

Henry S. Molino, Superintendent

Pat Felice, Principal, Lakewood School

Elizabeth Shaban, First Grade Teacher and her class, Lakewood School

Program Guest:

Dr. John A. Downing, Senior Lecturer in Education and Director of the Reading Research Unit, University of London.

Publishing Companies; their representatives and consultants:

Pitman Publishing Company

Initial Teaching Slphabet Publishing Company, Limited

" everytime a

perceptual approaches

new disease or condition is discovered most people think they have the symptoms."

edgar dale

5

Chapter 5

PERCEPTUAL APPROACHES

Recommended Reading ▪ ▪ ▪

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Kephart, Newell C. The Slow Learner in the Classroom. Columbus, Ohio: Charles E. Merrill Books, Inc., 1960. Chapters 2, 3, 4, 5, and 6.

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A Point of View ▪ ▪ ▪

Much interest has been generated in the past few years concerning perceptual approaches to beginning reading instruction. These perceptual approaches serve as a broad base for the skills necessary for success in reading. One program is somewhat similar to a second. Each in general attempts to develop the following visual sensory and motor skills:

visual memory (including same/different tasks), spatial relationships, matching of forms, auditory memory, sensory discrimination, hand-eye coordination, spatial awareness, pattern reproduction, figure-ground discrimination as well as motor and body coordination.

There is a variety of ways in which perceptual training in these areas is undertaken: directions and tasks given by the teacher, games and activities, pencil and paper exercises in tracing and reproducing certain geometric designs, as well as motor coordination exercises.

Several programs or approaches are currently available to teachers. It is expected that additional programs and materials will soon be published by people interested in this aspect of teaching reading. How good are these programs? This is extremely difficult to ascertain at this time. What little research has been done is conflicting. No longitudinal studies have yet been attempted. Research and development in this area are handicapped by highly emotionally charged proponents and opponents of the advisability and positive effects of such training.

Much of the program that the children are exposed to is designed to strengthen a perceptual, sensory or motor skill that for some reason lags behind normal development. Various theories are given for this lag in certain children. However, most programs are designed to further strengthen and develop perceptual skills in normal children as well as children with a developmental lag.

The controversy over perceptual approaches is further complicated by a lack of common ground of communication between specialists and experts in reading, and to an extent some psychologists.

Attempts to measure and strengthen certain perceptual abilities among children have run head-on into questionning and opposition from many people in the field of reading. Much of this controversy begins with the use of certain terminologies which mean different things to different people.

Perceptual approaches to reading instruction are designed to prevent certain types of reading failure. Certain abnormalities associated with difficulty in learning to read have taken on a wide variety of names. The term "dyslexia" in the strictest sense of the word simply means the inability to read. Yet Schubert and Torgerson (38) in A Dictionary of Terms and Concepts in Reading define dyslexia as follows:

> "Impairment in reading because of a brain lesion; often used synonymously with reading disability."

The connotation that reading disability and some type of dysfunction associated with the brain, is a widely practiced use of the term dyslexia. However, to many people this is an emotionally charged term, to some it is a mysterious, vague general term, while to others dyslexia implies a variety of possibilities. Newer terms have augmented and/or replaced the term dyslexia. Among these are the following, all suggesting some type of brain as central nervous system disorder:

Neurological Impairment
Specific Language Disability
Minimal Brain Damage
Neurological
Learning Disabilities
Psychoneurological Disability
Brain Dysfunction
Minimal Brain Disfunction
Perceptual Impairment
Visual-Motor-Perceptual Irregularities
Strephosymbolia
Congenital Word Blindness
Mirror Reading

Regardless of the particular name used to describe a child's difficulty, research activity in this, the fastest growing field of learning disabilities, should be greatly expanded regardless of the vocalness of the opponents of such an approach.

Perhaps the most sensible position for most of us to take is a "wait-and-see" attitude. Much research is needed in this area. Longitudinal studies are long overdue. In the meantime, as educators, we should not pre-judge the potential of these approaches. We must study each report carefully and keep an open mind as to the possibilities of various programs of perceptual training.

Four observations which are tentative and subject to change are made by this writer:

1. Perceptual training may improve a child's (a) attention span, (b) his ability to follow directions, and (c) his persistence with a learning task.

2. Perceptual training may help a child in many school activities other than reading, but this has yet to be measured.

3. There is no clear-cut evidence to refute or accept the value of perceptual training as it relates to reading.

4. We must continue to search for new ways to help children and we should not discount this one.

THE FROSTIG PROGRAM FOR THE DEVELOPMENT OF VISUAL PERCEPTION

From the Publisher's Material and Program ▪ ▪ ▪

Authors: Marianne Frostig and David Horne

Publisher: Follett Publishing Company

Visual Perception Defined

Visual perception, as the term is used in this program is the ability to recognize and discriminate visual stimuli and to interpret those stimuli by associating them with previous experiences. Visual perception is not merely the ability to see accurately. Interpretation of visual stimuli occurs in the brain, not in the eyes. When one perceives these four lines for

instance, the sensory impression of them occurs in the eyes, but the recognition of them as a square occurs in the brain.

Disabilities in Visual Perception

The normal period of maximum visual perceptual development ranges from about 3-1/2 to 7-1/2 years of age. But in every classroom there are children who lag in their visual perceptual development. They are the children who in kindergarten or first grade--or even later--have not reached the visual perceptual maturity necessary to perform, day in and day out, the school tasks demanded in the curriculum for their grade. With most of these children, no specific reason can be given for the lag and no abnormality can be assumed. It is simply that children mature at different rates. A few may have emotional disturbances that block development; a few may have a dysfunction of the nervous system. Others, such as culturally deprived children or deaf children, may lack the visual and verbal experiences that normally promote visual perceptual ability.

The Frostig Program

In this program the work sheets are divided into five areas of visual perception so that the teacher can become aware of a child's difficulties in an area and be able to put the necessary emphasis on that area. They include: 1. Visual-Motor Coordination, 2. Figure-Ground Perception, 3. Perceptual Constancy, 4. Position in Space, and 5. Spatial Relationships.

1. Visual-Motor Coordination

Visual-motor coordination is the ability to coordinate vision with movements of the body or parts of the body. These exercises help develop printing, writing, and drawing skills. They also help children become acquainted with two-dimensional forms and position of forms on a sheet, and help develop the integration of visual and fine muscle skills in general.

2. Figure-Ground Perception

The objectives of figure-ground perception exercises are to develop the children's ability to read words in their proper sequence and to see relevant letters and words distinctly without confusing them with the surrounding letters and words.

3. Perceptual Constancy

Perceptual constancy involves the ability to perceive

that an object possesses unchanging properties, such as a specific shape, position, and size, in spite of the variability of the image the object has on the eyes.

Exercises for perceptual constancy help develop children's ability to generalize with regard to visual material. They help children learn to recognize words they have learned if they occur in unfamiliar contexts or different kinds of printing or writing.

4. Position in Space

Perception of position in space may be defined as perception of the relationship of an object to the observer. Spatially, at least, a person is always the center of his own world and perceives objects as being behind, before, above, below, or to the side of himself.

A child with difficulties in perceiving the proper position of an object in relation to his body is likely to perceive b as d, p as g, on as no, saw as was.

5. Spatial Relationships

Perception of spatial relationships is the ability of an observer to perceive the position of two or more objects, both in relation to himself and in relation to each other. For example, a child stringing beads has to perceive the position of the bead and the string in relation to himself, as well as the position of the bead and the string in relation to each other.

The difference between the skills involved in figure-ground perception and perception of spatial relationships is that in figure-ground perception the visual field is divided into two parts--a prominent one to which the main attention is directed (the figure) and an unobtrusive one (the ground); whereas in perception of spatial relationships, any number of different parts may be seen in relation to each other and all of them receive approximately equal attention.

Materials

1. Three workbooks on three levels of difficulty with accompanying Teacher's Guides.

2. A separate Teacher's Guide describing the complete program with instruction in the use of the worksheets.

3. Developmental Test of Visual Perception including

Administration and Scoring Manual*.

* The Test was produced by Marianne Frostig in collaboration with Welty Lefever, and John R. B. Whittlesey and published by the Consulting Psychologists Press, Palo Alto, California, 1964.

For additional information on the Frostig Program, write to:

Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

For additional information on the Developmental Test of Visual Perception, write to:

Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

detect™

From the Publisher's Material and Program ▪ ▪ ▪

Author: Lawrence N. Gould

Publisher: Science Research Associates

The detect program, A Sensorimotor Approach to Visual Discrimination, was designed to foster the development of perceptual-cognitive behavior in children. It can be used in pre-school, kindergarten, grades 1 and 2, in classes for exceptional children and in work with individual children who have learning problems. The main purpose of this program is to sharpen visual perception and motor communication skills.

Four kinds of materials make up the detect program:

1. Workbooks. Three workbooks, The Circle Book, Square Book and Triangle Book, each contain 64 pages of lessons. Each page has five rows of frames or boxes. Each frame contains a picture, form or pattern of forms. The child is directed to mark the frame in his workbook that exactly matches the projected image.

2. The Adaptor. This device which flashes the image is called opta (Overhead Projector Tachistoscopic Adaptor.) Used with an overhead projector and screen, it flashes images for approximately 1/25 of a second. After the flash the child pauses for two or three seconds to visualize what he has seen before marking a figure in his workbook.

3. Disc Folders. Each folder has an attached plastic disc of images, descriptions of each projected image and its accompanying workbook frame. The images on the plastic disc are arranged in order so that by turning the disc clockwise the teacher can proceed from the first to the second image to be projected, and so on through the five items for each workbook page.

4. Teacher's Handbook. The handbook is a guide to presenting the material of the program. It explains the organization of the program and provides samples for help in presenting the lessons to the class.

For additional information on detect ™, write to:

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

SLINGERLAND TEST

From the Publisher's Material and Program ▪ ▪ ▪

Author: Beth H. Slingerland

Publisher: Educators Publishing Service

For Grade I and beginning Grade II

Grade II and beginning Grade III

Grades III and IV

For additional information on The Slingerland Test, write to:

Educators Publishing Service
Cambridge, Massachusetts 02139

To Talk Over With Your Colleagues ▪ ▪ ▪

1. How could you incorporate into your present reading program the suggestions of research on perceptual sensory skills which are pertinent to your students?

2. What are some of the characteristics that a child who is having perceptual difficulties demonstrates in his reading?

3. Within your school, is there agreement on a definition of the term "dyslexia"? What different opinions are present and expressed among your faculty members?

4. As you read future articles on perceptual approaches to reading, on what basis will you attempt to evaluate them?

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PERIODICALS

Perceptual and Motor Skills

Perceptual Cognitive Development

See and Hear

TO THOSE WHO ASSISTED

We thank you for your cooperation and participation which made this program possible.

The following members of San Leandro Unified School District, San Leandro, California:

Clarence Burrell, Superintendent

Lois DellaLasta, General Supervisor

Ruth Williams, Clinic Administrator

George Reynolds, Principal, Garfield Elementary School

Katherine Kellogg, First Grade Teacher and her class, Garfield Elementary School

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linguistic approaches

"while it is correct to state that at present there are no linguistic methods for teaching reading, it is also true that there are no nonlinguistic methods available."

arthur w. heilman

6

Chapter 6

LINGUISTIC APPROACHES

Recommended Reading ▪ ▪ ▪

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Note: Four different approaches are presented. There is little or no agreement among reading specialists and linguists that these are all linguistic methods. While some are partially linguistic or "linguistically based," they are presented for the reader to note likenesses and differences in these four programs and then compare them to other approaches in this manual.

A Point of View ▪ ▪ ▪

In the past fifty years, scholars from many different fields of human knowledge have made significant contributions to the teaching of reading. Our insight into the process of reading instruction has been augmented by other scientiests--medicine, psychology, sociology. Reading specialists have gleaned new knowledge in applying pertinent findings from other fields to provide improved instruction for children. Oftentimes, new research findings have been the result of reading specialists working cooperatively with a team of specialists in other fields to increase our understanding and skill in the teaching of reading. During the past decade another group of scholars, linguists, has become both interested and influential in applying their particular specialized knowledge to the teaching of reading.

In order to understand fully some of the linguistic contributions to the teaching of reading, we must first learn some of the background and specialized vocabulary of linguistic study.

Linguistics. Linguistics is the study of human speech, encompassing the origin, structure, functioning, and modification

of a language or languages.

There are, within the realm of the term, different branches of specialists who study a particular facet of language. The term linguist, as it applies to this manual, is limited, in the words of Charles Fries (10) to scholars who "study language in order to know and to understand their structures--the particular ways in which these languages use their linguistic units to achieve their communicative function. They seek primarily, knowledge about the units and the working processes of each language, rather than the ability to speak them." Hence, for purposes of this discussion, the term linguist is limited to the student of the English language.

Linguistic science is a relatively new science if we think in terms of the development of other sciences. This science evolved as an organized body of knowledge principally through previously published grammars and dictionaries about 1820. The first concentration of study was centered around historical linguistics, concerned primarily with language origin, diversity relationship, structure and meaning, as well as comparative, phonetic, and geographical linguistics.

Although there are many scholars who devote their energies to the study of this branch of linguistics, the development of linguistic science in the present day is centered largely in that branch of linguistic study known as descriptive linguistics. "Structural Linguistics to Teaching Reading, Writing and Grammar in the Elementary School," Bulletin, School of Education, Indiana University, January 1964, sees this prime influence in a much larger and more encompassing role in stating that "the scientific studies of the English language by the structural linguists may hold values which can be drawn upon and applied in the elementary school." The importance of the teacher's responsibility to upgrade her background and knowledge of linguistics as a relatively new and necessary adjunct in instructional practice is highlighted by Nila B. Smith (28). She observes that "Linguistics is a complex science with many ramifications, and to understand it fully one must study several books on the subject and if possible take some courses in linguistics."

Current implementation of linguistic theory to practice in the teaching of beginning reading may well be credited to (1) the heavy criticism leveled at methods of instruction in the 1950's and (2) linguists' attempts to develop a linguistically based system to introduce children to reading. Bloomfield's book Let's Read, A Linguistic Approach published in 1961 triggered the new interest in the linguistic approach to the teaching of reading. Further refinements, new teaching materials, techniques and methods, pupil texts and complete basal-type reading programs poured out from publishing houses in rapid succession.

The study of linguistics can be both a very interesting and

rewarding endeavor. It allows the student to look at his language and study it in terms he has perhaps never previously considered.

Phonetics. Phonetics is the study of speech sound. Phonetic analysis is best performed by machines--tape recorders, oscilloscopes, the sound spectograph, etc. Each of these machines has the capacity to record or register brute objective sounds, so that they can be divided mechanically into segments independent of the meaning of the thing said. This same type of analysis can well be done with animals and machine sounds or even the thumping of a heart. This type analysis is of very limited value to the student of reading instruction.

More important to the teacher of reading is phonemic analysis. A phoneme is simply defined as a minimal sound unit. It is the smallest sound unit that can be identified in a language--much like the atom being the smallest particle of a chemical element.

The phoneme is the unit of sound which differentiates meaning. An example of this are the words sun and pun. The significant sound contrasts are s and p, therefore s and p are phonemes. There are about (linguists disagree somewhat) 45 phonemes in the English Language: 9 vowels, 21 consonants, 3 semi-vowels, 12 involving intonation: 4 degrees of pitch, 4 degrees of loudness, and 4 kinds of juncture.

A discussion of the vast possibilities of numerous analyses and study of just one phoneme /p/ follows:

For the student of language, it can be demonstrated that things which we recognize subjectively, as "same" are objectively different. The phonetic properties of p in pin, spin, nip, nips, nippy, nipple, please, pry, harp, and many others--these are not one set of phonetic properties, but a spectrum of sets. Each environment in which p occurs has its own proper phonetic characteristics. But this is only the beginning. Each person, being unique, has a unique set of speech organs, no two people have identical resonance chambers in mouth, pharynx, and nose, shapes of tongues, lips, teeth differ, muscle tone varies from time to time in one person, occlusion of part of the nasal passage must alter the shape, and therefore the acoustic properties of the passage through which sound must emerge, some people have laryngeal shelves with smooth surfaces, while others have nubbly lumps on their larynxs, and so on. Thus the possible pronunciations of every other element of speech.

Yet out of this bewildering differentness we easily discern that each p is the "same" with every other p and that each t is different from every p. We easily discern it when the bewildering differentness is spoken in English by one whose dialect is like our own, but we have trouble with Bostonians if we are from the

deep south. From all those parts of p we abstract the single entity; this is the phoneme /p/. We ignore all the differences, and fix our attention on the minute sameness.

The child has already learned all the phonemes of his dialect long before he comes to school. The proponents of a "phonics method" would have it that the child has only to match up his phonemic insights with the letters on the blackboard, and from there on everything will be easy.

It is important that the student remember that there are about 45 phonemes in English. The number varies, of course, from dialect to dialect; linguists cannot yet agree on the right number for any one dialect. The number of phonemes in an individual's dialect may vary from geographic location, some linguists set the number of phonemes within a dialect as low as 33, and some would go to 46, however, none discern fewer than 33.

The alphabet has only 26 letters.

It follows that the phonemic system cannot be matched one-for-one within the alphabet. We try to get along with combinations of letters--ng, th, ch, sh--but we do not do this systematically, and some phonemes are not given enough of this sort of recognition. We do with makeshift spellings for the consonant which appears in all of the following: Asia, azure, beige, measure. The glottal stop is not "spelled" at all. When we hear it in a place where we don't use it, as for instance in the place of the tt in a Scotman's pronunciation of battle, we sometimes write an apostrophe--but this is merely a sign that we know we have left something out of the spelling, or else a sign that we think the Scotsman has left something out of his pronunciation.

Worse and Worse. The sound that we spell ng as in sing, singing, tongues--that is just n in sink, stink, dunks. In singer the ng is one phoneme; in finger it must represent two--both the thing that is ng in singer, and the g of snigger.

No doubt many a child comes to school with a precise grasp of the phonemic system of his native dialect. The teacher then proceeds to introduce him to the spelling system. The child "knows" inarticulately, that singing has five phonemes in succession: s, i, ng, i, and ng. Singer has four: s, in, ng, and r. But finger, which looks like singer has five: f, in, ng, g, and r. No wonder the bright child may have trouble learning to read. Nozzle has six letters, four phonemes.

In some dialects, the difficulties abound more abundantly because of drawling. In some geographic areas of the United States did has only one phonetic element d and d, yet in other areas it sometimes has two, three, or even four.

It seems likely that some knowledge of phonemics would help the teacher see the possible difficulties encountered by children and thereby reduce confusions in learning.

Our discussion of modern linguistics to this point has centered on the smallest unit of sound, the phoneme. We now move towards the largest linguistic element--the sentence. Space does not permit a full discussion of each aspect of linguistics. A brief introduction, definition of linguistic terms, with sample illustrations and examples are important in understanding the place of linguistics in the teaching of reading, and in a larger setting to the total language arts program.

Morpheme--The morpheme is the smallest meaningful unit of language. It is not necessarily a word. The word lunches, for example contains two morphemes: lunch and es; one being a word, while the other is an affix. Additional examples of morphemes: pins--pin and s; overcoat--over and coat; unloader--un, load, and er. Some words, such as on and at, have no special meaning in themselves, but do have place meaning when used in combination with other words in a sentence: "I will be on the bus at five o'clock."

Still another example of the importance of morphemes is illustrated by the word boy. The addition of one of the following totally changes the meaning: (boy), boys, boy's, boys'.

Grapheme--A grapheme is a minimal written unit in the language, or most simply stated, a letter or letter symbol for a phoneme.

Syntax--A discussion of linguistics and reading should never be limited to phonemics. The grammatical structure of our language is equally important. Syntax is the study of the relationship of words and phrases within a sentence. Word order in English is an important structural characteristic of the language and is very predictable.

Syntactical-function order in sentence patterns. There are four basic sentence patterns in English. Although the patterns are simple, they are the basis for most sentences--regardless of how complex the sentence may be.

It is necessary that the teacher be well acquainted with them as they are important in reading--especially in terms of (1) sentence meaning and (2) resultant pupil thinking and reaction as a part of the reading process.

Pattern 1

Dogs	bark.
(noun	verb)
(N)	(V)

This pattern is the simplest in our language. Special symbols have been used to describe sentence patterns, the above sentence would be recorded as N V. These symbols and others needed are defined as:

N symbol for word or words functioning as a noun

V symbol for word or words functioning as a verb

Lv symbol for word, a linking verb

A symbol for word or words functioning as an adjective

Ad symbol for word or words functioning as an adverb

Pattern 2

George	loves	candy.
Noun	Verb	Noun
N	V	N

This pattern 2 is a NVN pattern. There are many substitutions and additions that could be used in this pattern, without changing the pattern itself--examples of substitutions and additions to this pattern:

George	loves	to eat.
N	V	N

The verb form to eat functions in this sentence as a noun compliment.

In the sentences: The boys love candy.

The boys love to eat.

The boys eat whatever candy is available.

The pattern remains the NVN pattern, regardless of the substitutions illustrated. The substitutions in this pattern as in all patterns are endless.

Pattern 3

This pattern has more possible variations.

Tom	is	small.
Noun	Linking verb	Adjective
N	Lv	A

The pattern being N LV A

also

Tom	is	a	boy.
Noun	Linking verb		Noun
N	Lv		N

The pattern being N LV N

and

Tom	is	at	school.
Noun	Linking verb		Adverb
N	Lv		Ad

The pattern is N Lv Ad

Pattern 4

Parents	give	children	presents.
Noun	verb	Noun	Noun
N	V	N	N

In the NVNN pattern, there are also many possible variations.

Sentence Transformation Patterns--In addition to the four basic sentence patterns, the possibilities of patterns of communication are multiplied considerably by the use of question sentences, i.e., (1) inversion of the noun and verb forms of be and have, (2) beginning sentences with service words or question workers, e.g., who, what, where, why, how, when, (3) by using forms of verbs such as do and be at the beginning of sentences (Does John drive?, Is Mary here?) and (4) by variant word order patterns.

Additional declarative statements are constructed by the use of passive voice by inserting the past tense of the verb to be (The play was enjoyed by the audience.)

Word order is an interesting aspect of linguistics because of its influence on word, phrase, and sentence meaning.

Meaning may be a function of word order as illustrated in these two sentences:

The mad man drove us rapidly.

The man drove us mad rapidly.

The difference in word order changes the entire meaning of the sentence, although the words used within the sentence are identical.

Intonation Patterns--Now that we have discussed the various patterns a sentence may follow, let us now return to the study of the twelve phonemes which are vastly different and far more complex than the thirty-three phonemes of consonants and vowels--the twelve phonemes involving intonation. Intonation patterns are basic to the understanding of linguistic contributions to reading. These twelve important phonemes of modern linguistics consist of four degrees of pitch, four degrees of loudness or stress, and four kinds of juncture. The teacher's knowledge of these twelve highly complex influences of our language is particularly useful--in fact, useful every day to the teacher in developing oral reading, thinking, and meaning as part of the reading program.

Pitch. Pitch is the highness or loudness of sound. The four degrees of pitch are usually denoted by number: 4, very high; 3, high; 2, normal; and 1, low. Changes of pitch may be illustrated in the following sentence with the marked notation:

Don't you /dare/ do that.

A mother talking to her child may use normal pitch except for the word dare, in which the pitch tone is increased to high.

The same mother would not speak these two sentences with the same pitch variations.

You have been a good boy.

You have been a good boy?

Stress. Stress may be defined as the intensity of an utterance given to a speech sound, a syllable or word. The stress given to the word present changes according to the sentence pattern in these two sentences:

John will present the report tomorrow.

John was present to hear the report.

The only clue to the correct pronunciation and syllable stress of these two sentences is the meaning of the word present to be conveyed. In the English language there are many words that have two possible pronunciations. The problem is not simple to the young child who in addition to learning to speak in the correct stress, must also read the word with the correct stress. The dual pronunciation of some English words is one facet of our language that must receive serious attention as one-third of the words in our language have more than one possible pronunciation.

The same word, appearing twice in a sentence usually requires difference stress as:

He had had several operations.

or

The Grand Canyon is a grand canyon.

The complexities and problems of stress or word emphasis also afford us with great beauty and variety of possible word usage in our language. It extends our ability to communicate and enriches our language considerably. It allows us to communicate orally to a much greater degree than the written word. The following sentence shows this attribute of our language. There are five words in a sentence. There are five ways to communicate a different idea--all due to stress.

1. Mary didn't say he stole.
2. Mary didn't say he stole.
3. Mary didn't say he stole.
4. Mary didn't say he stole.
5. Mary didn't say he stole.

If the words in these five sentences were not italicized, the stress and key to meaning may be triggered through previously read context and previous sentences in a paragraph. (Notice the need to italicize the word may.)

When the above sentence is to be read without supportive sentences as clues to trigger stress, the reader may well read and interpret it according to his pleasure, although his pleasure may not be that of the author's intent.

Juncture. The pauses or stops in speech flow which separate words and word groups from each other are known as junctures. This pause is slight, and does not involve a change in speech.

My mother will be seventy years old next year.

Notice in the following breakdown of the sentence, the very slight pauses which occur before the break marks, when reading the sentence without placing unnatural or marked stress or pitch on any of the words.

My mother / will be seventy years old / next year.

Junctures are closely involved with both pitch and stress.

Changes in either pitch or stress or both may completely alter the sentence. There are several different ways this sentence may be said, but only one way to write it.

SULLIVAN ASSOCIATES PROGRAMMED READING

From the Publisher's Material and Program ▪ ▪ ▪

Authors: Cynthia D. Buchanan, Sullivan Associates

Publisher: Webster Division, McGraw-Hill Book Company

This series combines structural linguistic, educational psychology and programming as an approach to reading instruction. The basic materials of this program consists of twenty-one conventional-sized workbooks. Each page is set up in frame format. The child reads the frame, makes a response (sometimes supplying a missing letter, or circling a word.) Then, by pulling down a cardboard slide on the left side of the page observes the correct answer. Immediate response and immediate reward are thus built into this program. Another feature of this program is repetition. The child is exposed to each word and concept several times in different contexts to ensure mastery and retention.

There are four phases in this program. The first is called The Prereading Sequence. The child learns to develop an understanding of the organization of English signals within language, and thinking involved in the use of language, including sentences and how they are manipulated.

The prereading phase is divided into two stages: 1. The child learns the names of the letters a, i, n, p, m, and the most common sound for each letter. By the end of stage one the pupil can read and spell sixteen words derived from these five letters and sounds.

The readiness materials include a Teacher's Manual for stages one and two, pupil alphabet cards for individual work and classroom size Teacher alphabet cards for group work, and two pupil workbooks including the programmed primer and reading readiness tests.

Series I of Programmed Reading (Books 1-7) consists of seven books appropriate for the first grade level. From the beginning of the program, children work with words of more than one syllable, with the question mark and period, and with plural and possessive forms. Double consonants and all phonetically regular consonant combinations are thoroughly covered, and by the time the child has completed the first series of readers, he has also read hundreds of stories and paragraphs, has made thousands of

discriminatory responses, and has written every letter in his repertoire in hundreds of contexts. Series I covers a total of 14 vowel classes and 23 consonant classes. When he completes Book 7, the final book in Series I, the child is perfectly familiar with the English consonants and with the short vowels (vowels without glides), and can read and spell a basic vocabulary of 400 words, plus their inflected forms. Only seven sight words are introduced in this series.

Series II of Programmed Reading, (Books 8-14) consists of seven books appropriate for an average second grade level. In Series II, the child learns to read, write, and spell with a basic vocabulary of over 1300 phonetically regular words and his knowledge of English sound-symbol relationships gives him the tools to unlock thousands of other words. Series II offers a great diversity of reading selections. The child reads and helps to write stories of varying lengths, descriptive paragraphs and poems, and he completes hundreds of linguistic exercises. In Series II, children master, as regular subclasses, the long vowels and other sound-symbol groups which have traditionally been classified as irregular. In all, Series II introduces 28 vowel classes and 8 consonant classes while constantly reviewing the ones covered in Series I. Sixteen sight words are introduced in Series II.

Series III of Programmed Reading, (Books 15-21) consists of seven books appropriate for an average third grade level. In Series III the child learns to read, write, and spell with a vocabulary of approximately 3,000 words. Series III features increasingly lengthy stories followed by comprehension exercises, reviews, and other activities. Pages without illustration become more frequent. The content is largely concerned with science topics from many areas, adventure tales, and an introduction to the classic literature of Greece. Sight vocabulary is expanded by forty-five words in Series III.

The Testing Program. After approximately 50 frames, or about every 15 pages, throughout each Programmed Reading book there are a series of test frames included so the teacher can keep an accurate check of the progress of each child. On these pages, the answers, normally found along the left-hand margin of the page, are omitted. These tests are carefully devised to check the child's comprehension of the concepts covered in the preceding frames and reveal any weaknesses the child may have in material covered up to that point. These tests provide a written record of each child's progress and pinpoint quite accurately the areas in which he may need additional help.

Also available are 64-page, four-color test booklets to accompany each series. Each booklet contains a seven-page, end-of-book test for each of the seven books in the series plus a 15-page final examination which the pupil takes when he finishes

a series. The end-of-book tests and final examinations provide the teacher with a complete diagnostic record of each child's reading development and give her accurate and frequent reading grades which permit her to compare each child's progress with that of other members of his class and with that of other children throughout the country.

Each test is divided into four diagnostic sub-sections: (1) word discrimination (2) word recognition (3) comprehension (4) sound-symbol relationships.

Storybooks. The storybooks are non-programmed readers which provide children with a smooth transition to traditional reading materials without compromising the careful linguistic development of vocabulary and sound-symbol groups. The authors have prepared storybooks to supplement each programmed reader in Series I, II, and III.

Other Supplementary Materials.

1. A set of Programmed Reading Filmstrips is available for the seven programmed readers of set one and are designed to be presented before work begins in each corresponding book.

2. Placement Examination Booklets are to help teachers determine at what point non-beginning readers should begin in this program.

3. Vinyl Overlays allow economical use of the workbooks as the children do not write in the workbook, thus making them re-usable with other pupils. Each overlay is folded and sealed on one side to form a pocket which guides the answer column slider. The other edge of the overlay has a generous foldover which fits under the page the pupil is working on and holds the overlay in place.

Any wax-base writing pencil or crayon may be used on the overlay. Marks can be easily wiped off with a paper tissue, towel, or similar materials.

4. Pupil Response Books are designed to permit multiple reuse of the pupil's programmed workbooks. The books contain duplicate answer columns from the pupil's workbooks for children to write in their responses. Besides allowing each workbook to be reused, the Pupil's Response Books provide the teacher a convenient, permanent record, of each pupil's reading progress.

5. "Webstermasters" (duplicating masters) for supplementary exercises are available for use with both programmed texts and storybooks.

For additional information on Sullivan Associates Programmed Reading, write to:

McGraw-Hill Book Company
Webster Division
330 West 42nd Street
New York, New York 10036

THE SRA BASIC READING SERIES

From the Publisher's Material and Program ▪ ▪ ▪

Authors: Donald Rasmussen, Lynn Goldberg and others

Publisher: Science Research Associates

The SRA Reading Series is designed as an inductive, discovery method of learning to read utilizing principles of structural linguistics. Its aim is to enable the child to discover the patterns of sound-spelling relationships that underline the coded messages of English in words that he understands and uses in speech.

The series consists of an alphabet book and twelve readers with an accompanying workbook for each level. Unlike most basic reading programs that show grade levels by 1^1, 2^1, 2^2 labels, this series has designated levels with alphabetic letters, i.e., level "A, B, C," through the highest level, "L". Teachers handbooks accompany each pupil text. An administrators guide, cumulative and level tests, alphabet chart, alphabet cards and Word Pattern Charts are also available.

The alphabet book (some might refer to this as a readiness level, although SRA does not) teaches the child to know the name and recognizes the shape of each letter of the alphabet, to read from left to right and from the top of a page to the bottom.

Next, the child moves to the Level A Reader and is introduced to regular patterns of sound-spelling relationships, always in whole words. Some of the simpler CVC patterns using "a" and "i" are introduced at this level, as follows:

can	bad	bag	bat	cap	ham
man	dad	nag	cat	lap	jam
ran	mad	rag	rat	map	Sam
pan	sad	tag	mat	nap	ram

bit	bin	big	did	him
fit	pin	pig	hid	Jim
hit	tin	jig	lid	rim

Independent decoding skills and developing comprehension ability is stressed in every lesson in the pupil text as these words are put into a sentence context.

In this series the student learns only one element of a pattern at a time--but introduces him to all the words that fit this pattern, provided these words are in the general vocabulary experience of the child.

Some cross structure CVC patterns are also introduced as shown below:

a	i	e	o	u
bat	bit	bet		but
hat	hit		hot	hut
pat	pit	pet	pot	put
sat	sit	set		

When the "ck" as a final consonant cluster in the CVC pattern is introduced, the child is introduced to all of the following words. This illustrates the development of a student's ability to decode words independently that fit a learned pattern even though he has never seen the pattern before.

a	i	e	o	u
back				
	Dick	deck	dock	duck
Jack				
	kick			
	lick		lock	luck
		neck		
pack	pick	peck		
sack	sick		sock	suck
tack	tick			tuck

As the child moves from easy to more difficult Reader levels

in this series, he learns first one syllable words then multi-syllable words. Irregular words which do not fit patterns are gradually introduced as sight words, but the organization and plan is to have the child discover and learn the patterns a segment at a time without the confusion of mixing patterns not yet introduced.

Workbook exercises and exercises in the teacher's handbook are planned to cover six areas: (1) sound-spelling patterns, (2) syntax, (3) vocabulary development, (4) comprehension, (5) application of reading to other language arts, and (6) transformational grammar.

By the middle of second grade, the average student has discovered all of the basic structural patterns of sound-spelling relationships, to spell all of these words independently, and to decode nearly any word he encounters.

Another unique feature of this series is that the readers are assembled "magazine fashion" so there is no need for the child to plow through a hundred or so pages dealing with the same subject. If the learner doesn't like one selection, he can look forward to a quick change of pace in the next. Each reader contains a series of selections covering a wide range of interests and includes prose, poetry, and plays. About half the material is fiction, and half nonfiction. (The SRA Basic Reading Series and Comprehensive Reading Series comprise a total six year elementary reading program.)

For additional information on The SRA Basic Reading Series, write to:

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

BASIC READING

From the Publisher's Material and Program ■ ■ ■

Authors: Glenn McCracken and Charles C. Walcutt

Publisher: J. B. Lippincott Company

Here for the first time, are combined the word-attack advantages of phonics and the all-important benefits of emphasis on whole-word meanings.

Readiness activities, which usually consume so much time, are built into actual reading instruction in Basic Reading

instead of being taught separately.

Unlike earlier phonic methods, Basic Reading never teaches sounds in isolation or in nonsense syllables; the sounds of all letters and letter combinations are taught only as they are used in normal words chosen to fit the children's experiences and interests. Furthermore--and this is most important--Basic Reading introduces the phonetic elements in a carefully balanced sequence rather than in a random pattern such as is seen in many other programs.

In his first year, the pupil learns most of the various spellings of the basic sounds of English speech. Since word memorization and repetition are not a part of the Basic Reading method, the vocabulary growth rate obtained with the program outstandingly rapid as the children learn to make their own phonic generalizations on meeting new words. A story-content vocabulary of more than 2,100 words is presented in Basic Reading Grade 1, as against the 350 to 500 words offered in the severely restricted programs previously available.

At the same time, provision has been made for rapid learners, but the program has been kept flexible enough that even slow learners can keep up with the general level of class reading progress while working at a pace that is comfortable for them.

Materials

For Grade 1, the material includes four texts: a Pre-Primer, a Primer, and 1-1 and 1-2 Readers--and workbooks for each. There are also Teacher's Editions for both the texts and the workbooks. In addition, there is a set of eight filmstrips and a filmstrip manual for the development and reinforcement of skills in reading, phonics, and comprehension, plus sets of word recognition cards for use with the Pre-Primer and the Primer. Materials for Grades 2 and 3 are similar.

The intermediate grade portion of the Basic Reading series is designed to develop and extend the pupil's reading and language arts skills. As in the primary portion, every effort has been made to present writing of high literary merit. Classical works and selections from the great writers of all times have been included so that children may know the qualities of mystery, romance, adventure, imagination, humor, and suspense which are a part of our great literary tradition.

Basic Reading--is a fully developmental linguistic reading program for Grades 1 through 8, designed to produce early reading independence.

--combines the word attack advantages of phonics with the benefits of emphasis on whole word meanings.

--teaches only full words--never sounds in isolation--and all vocabulary words have been selected to fit the pupil's experience and everyday usage.

--employs a non-restrictive vocabulary approach which enables it to present a large story-content vocabulary. This, in turn, allows for the inclusion of a wide range of stories and poems to keep pupil motivation and enthusiasm at a high level, so important to the learning process.

--is flexibly designed, offering sufficient vocabulary material to keep fast learners occupied, but allowing slow learners to keep pace with the general level of class reading achievement.

--features readiness work built into the actual reading instruction in Grade 1 instead of teaching it separately, so the sense of real reading achievement comes early in the year.

--introduces phonetic elements in a carefully balanced sequence, providing for orderly progression in the mastery of phonic skills.

--presents reading material of high literary quality at all grade levels. The full sweep of the literary heritage is represented, from classical writing to contemporary works.

--has been designed to develop the full complement of reading and language arts skills, critical and analytical thinking, and appreciation.

--provides a phonics review program in Grade 2, a phonics guide in Grade 3, and dictionary-form glossaries in Grades 4 through 8.

For additional information on Basic Reading, write to:

J. B. Lippincott Company
Educational Publishing Division
East Washington Square
Philadelphia, Pennsylvania 19105

THE HARPER AND ROW LINGUISTIC READERS

From the Publisher's Material and Program ▪ ▪ ▪

Authors: Henry Lee Smith, Jr., Jack E. Richardson, Bernard J. Weiss and others

Publisher: Harper and Row, Publishers

The Linguistic Readers is a basic reading program for primary grades. The program includes a readiness workbook, three pre-primers, primer and 1st, 2nd and 3rd grade readers. Other materials consist of a workbook and a Teacher's Edition or Plan Book for each level, plus "Word-Go-Round"--a manipulative device for teaching word analysis.

The functions of this linguistically based reading program is somewhat unique in that it:

--uses the child's knowledge of his spoken language as a basis for teaching him to read.

--avoids the confusion often associated with early reading by carefully presenting controlled reading material and avoiding irregularities in the speech-spelling relationship.

--holds children's interest with original stories, especially created for the series, that blend reality with imagination.

--develops understanding of multiple-meaning of words and word functions through context usage.

--develops an unusually large reading vocabulary through consistent use of structural elements.

--avoids monotonous oral reading through special attention to intonation patterns (pitch, stress, and juncture).

--encourages independent reading by building the child's confidence in his ability to recognize new words (patterned after words he already knows).

--does not require that the teacher have special training in linguistics; all necessary background material is included in the Teacher's Editions or Plan Books.

In essence, this new concept of a basic reading series provides for the development of reading skills through a systematic analysis and patterning of the speech sounds a child hears and uses, with the words a child is given to read structured and organized by sound-pattern similarities.

Organization and Content of The Linguistic Readers Program

1. Beginning Stages. In a linguistic preprimer vocabulary the vowel letters represent speech units in a patterned and consistent way. This approach offers the beginning reader a foundation he can rely upon. Observe typical words in which five simple vowels are used:

Tad	get	big	hop	Pud
at	wet	is	box	mud
can	then	kitten	pond	stump

Those unpatterned speech units that are presented in the vocabulary are carefully controlled and utilized only when essential to the story.

2. Graphonic Bases. Upon completion of this linguistic preprimer program, pupils should be capable of immediate recognition-response in attacking basic sight words without benefit of picture clues, context clues, or leading questions.

The children should have also developed varying degrees of ability in word analysis as a result of their work on (especially) initial consonants and initial consonant clusters. They should have learned that new words can be built by simply prefixing familiar word-beginnings to familiar graphonic bases.

A graphonic base is one or more letters representing, in a way that can be patterned, a set of speech sounds. In monosyllabic words, the graphonic base is either a whole word beginning with a vowel (at, in, off) or everything remaining in the word after the initial consonant letter or letter cluster has been removed. Stand and hand contain the graphonic base -and, which is also a whole word. Stop and hop contain the graphonic base -op (equivalent to spelling -opp). In two-syllable words, for the purposes of work at the preprimer level, graphonic bases are assigned (by reason of stress and juncture) as follows:

Sight Word	Graphonic Base	Patterning With
little kitten	-itt (equivalent to spelling -it)	hit, mitt, it
Pepper	-epp (equivalent to spelling -ep)	step, pep
bigger	-igg (equivalent to spelling -ig)	pig, dig
puppy	-upp (equivalent to spelling -up)	cup, supper, up
Tuggy	-ugg (equivalent to spelling -ug)	bug, rug
after	-af (equivalent to spelling -aff)	rafter, taffy, gaff

Sight Word	Graphonic Base	Patterning With
under	-un (equivalent to spelling -unn)	sun, fun, runner

In the English writing system, we frequently use two identical letters (a dupligraph) to represent the same oral counterpart which at other times is represented by only one letter:

be	bit	pal	until	habit
me	kit	shall	till	rabbit
see	mitt			
tree				

These equivalents will cause no problem if the children are told simply that sometimes we double the letter and at other times we do not. This is a spelling convention that we must accept.

3. Value of Graphonic Bases for Word Attack Skills. When pupils' textual materials are presented as a network of graphonic bases, the teacher can concentrate upon the beginnings of words methodically and systematically. The children, too, have a dependable base of operations. Once they have learned a given sight-word containing a given graphonic base, they are free to concentrate upon the substitutional possibilities. In an orderly way, they proceed to learn how letters are used to represent speech sounds.

A primer, the authors contend, in a well-conceived linguistic series should be built primarily on graphonic bases established in the preprimers to assure a firm grasp of these elements before going on to the first reader. Actually, this approach to teaching reading is one sort of "If--, then--" logic. If the children know b as representing the initial sound of bat, back, bill, bug, big, etc., and they have familiarized themselves with the graphonic base -ump in jump and stump, then when they encounter the "new" word bump, they can attack it without difficulty. It is hardly new, being composed of familiar elements in a familiar order, representing a familiar oral counterpart. Some will even be able to "sound out" the new word trumpet, once the cluster tr- (as in tree) has been carefully developed.

The term graphonic base rather than rhyme-terminal is used, because of dialect variations. The beginning reader will have at least the reliability of visual pattern, even if his dialect precludes precise rhyming

of all words that have the same graphonic base.

The following pairs of words do not contain a common graphonic base:

rough	rough	cough
cough	gruff	dough

These pairs of words do contain a common graphonic base:

rough	cough	gruff
enough	trough	stuff

It is obvious that for words to share a common graphonic base, the spelling pattern must closely correspond with the utterance of most native speakers.

4. The Lesson Plan. In manuals accompanying most reading series, there is a wealth of extensional, supplementary guidelines and specific instructions for the teacher. The Linguistic Readers depart from this traditional manual format. The authors' philosophy on this matter is that "It can be assumed that the teacher does not need a script as if she were performing a part in a play; rather, she needs an outline, a map, an orderly procedure, a cycle of work. In the teaching-learning process, the most important factor is YOU . . . and that factor can never exist between the covers of any book."

The Teachers Manuals for this series are compact. The lesson plans outline for the teacher the essential devices necessary for teaching the reading process directly. The following is an outline of the form used in the teacher's lesson plans:

STEP I. Presenting Vocabulary

A. Relating new words to words presented and mastered before; tying together both written and spoken forms

B. Getting the spoken forms of basic vocabulary into usage (oral-auditory) before turning to book work

STEP II. Directed Reading

A. Discussing the Content

1. Silent reading with a purpose
2. Verifying, by oral reading, the answers to questions set forth for

silent reading
3. Interpreting and inferring beyond the printed words.

B. Rereading the Story Orally

1. Practicing reattack on words
2. Identifying language (oral) as represented in print; therefore, making "reading aloud" as near to natural intonation as possible

STEP III. Building Skills

A. Providing activities for developing abilities in comprehension, auditory and visual discrimination, manipulation of words and letters, and recognition of recurring spoken-written patterns

1. Developing a formal awareness of sound-letter relationships
2. Establishing the facility for recognizing and classifying visual-auditory patterns
3. Maintaining, extending, and reinforcing the pupil's ability to note contrast and comparison

No attempt was made either to apportion teaching time in minutes to any section or to determine subdivisions of any section for special ability groups. These considerations, in the authors' opinion, are best managed by the teacher.

For additional information on The Harper and Row Linguistic Readers, write to:

Harper and Row Publishers
2500 Crawford Avenue
Evanston, Illinois 60201

To Talk Over With Your Colleagues . . .

1. Which ideas from linguistics do you find you are already using with your class?

2. From your reading and study, which aspects of which linguistics approach could you readily insert into your reading program?

3. Which linguistic approach most closely parallels your language arts program?

4. If you do not use a linguistic approach to reading, when, where and how often in oral and silent reading do you teach the intonational patterns of pitch, stress, and juncture?

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   In conjunction with reading this piece of research, or preferably before it, read: Rowan, Helen. editor. "Learning to Read: The Great Confusion." Carnegie Quarterly 15: 3, Summer 1967. Bliesmer, Emery P. and Yarborough, Betty H. "A Comparison of Ten Different Beginning Reading Progress in First Grade." Phi Delta Kappan, June 1965.

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PERIODICALS

Audio-Visual Language Journal

TO THOSE WHO ASSISTED

We thank you for your cooperation and participation which made this program possible.

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language experience

"No time is too long spent talking to a child to find out his key words, the key that unlocks himself, for in them is the secret of reading, the realization that words can have intense meanings."

Sylvia Ashton-Warner

7

Chapter 7

LANGUAGE EXPERIENCE APPROACH

Recommended Reading ▪ ▪ ▪

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A Point of View ▪ ▪ ▪

This program is not limited to first grade. It can, and is, continued through all primary grades and to a lesser degree through the intermediate grades. It is most widely accepted and practiced as an approach to beginning reading rather than as a total elementary school program.

The theoretical base of this approach is that when the child speaks he has something to say; some of his more important observations, thoughts and experiences can be shared with others in the class and they are worthy of remembering. Thus comes the need to record or write down important or interesting thoughts and then to read them.

This is an individual child centered approach--using the child's own experiences and interests as the subject matter to be read. It allows for maximum integration and interdependence of the four language arts--speaking, listening, reading, and writing.

The steps usually taken in initiating this method involve first, that the teacher provide a highly stimulating classroom atmosphere in which the children have countless opportunities to share their experiences orally. The program may begin with oral language development from these children deficient in oral language or standard English.

As the child adds more experiences to his school learning, creating pictures, listening to stories read by the teacher, observing and participating in science experiments, listening to

music, films, and filmstrips, and field trips he is gradually introduced to keeping records of his experiences. This might initially involve a group or even the whole class (as a group experience chart approach). When the child wants to record his own ideas, summaries, and observations, the language-experience approach is highlighted. The teacher records what he wants to say--on large or individual chart paper. Stories dictated to the teacher utilize the child's own sentence structure and vocabulary; however, oral language development, painting and other art forms precede the child's writing in his own hand. The child's writing begins with the dictating of his story or thoughts to the teacher. Choice of word and sentence structures may be suggested by the teacher at more advanced levels, but are not necessarily required for the success of the program. The child shares his story -- i.e., he "reads" it to his small groups or to the class. In this manner he develops a reading vocabulary. The stories or charts become longer as the child grows in his ability to inter-relate his language arts abilities. Then, the next step is the child learns to read his own stories. One story may lead to a second similar story or a sequence of stories. Sometimes these are bound and can be read by others in the class. His growth in vocabulary, variety and depth of sentence structures, manuscript lettering and spelling are highly interrelated and develop together. There is no sequentially teacher introduced or teacher taught skills development program in many classrooms utilizing this approach. Skills development is not strongly emphasized and when taught, is usually on an individual or small group basis.

As the child continues through the grades, much more writing and reading take place.

Advantages of the Language Experience Approach

Research and studies reported in the literature are few.(10) As a rather new method this is to be expected. Proponents of this method, as proponents of all methods, are very enthusiastic. It does, however, have some very distinct advantages:

1. The acquisition, utilization and further development of oral language abilities are heightened in this approach.

2. Vocabulary growth is not limited or controlled. High achievers and rapid learners can acquire new vocabulary at their own rates of progress.

3. It closely relates and utilizes all the language arts. Children can clearly see both the need and immediate use of acquired skills and abilities.

4. It can provide maximum opportunities for the development and utilization of children's thinking abilities.

5. It is child centered and builds on the child's own interests and abilities. It also presumes that the child will have full comprehension of what he thinks, says, and wants to have written. Concurrently, when he re-reads what he has dictated or written, he has an understanding of and comprehends what he has read.

6. It allows many opportunities for the development of children's creative abilities.

7. It provides for much earlier and more intensified language experiences and development through early utilization and possible emphasis on sound-symbol relationships (according to individual teacher emphasis). Proponents of this method suggest that both writing and reading reinforce this sound-symbol relationship.

8. This approach has excellent potential as a starting point for children deficient in their ability to speak standard English.

9. It provides teachers with a very promising method for stimulating many needed language experiences for disadvantaged youth.

10. This method has interest, appeal, and motivation for older children with severe reading difficulties. The language-experience approach is particularly useful with boys at all levels. Most text material is too "babyish" and insulting to them.

11. This approach can provide more opportunities for divergent thinking in relation to not just a reading program, but a total language arts program.

Disadvantages of the Language Experience Approach

This approach presents many of the same disadvantages as the individual reading approach, among which are:

1. There is no visible or concrete evidence of an organized, sequential, systematic skill development program. Yet, provision is made in the Language Experience Approach for the teacher to build and augment such a program with the aid of the teacher's guides. The sequence of skills is planned to begin at the simple level and move to the more complex--from oral to written, to reconstruct and then re-read.

2. The Language Experience Approach allows the individual teacher great freedom in adapting this program to her individual needs, interests, and teaching situation. This premise

presupposes unique teacher ability to adapt and adjust to a loosely woven program. For our more creative and knowledgeable teachers this is indeed a great incentive. Conversely, for less experienced teachers, this may become an untenable burden. Perhaps the chief advantage, as well as the most striking disadvantage of this approach is that the initiative is squarely placed on the teacher and her class to utilize this method to its full advantage.

3. There is little or no provision for vocabulary maintenance and practice. The new vocabulary load on a child can be very burdensome. He wants to say and use a large variety of words in his speaking vocabulary, but cannot assimilate these into his reading vocabulary. Today's average first grader authorities estimate, has a speaking vocabulary somewhere between 5,000 and 10,000 words. This raises the question, "And how many words can the average first grader read, write, spell and remember?" Yet, proponents of this method emphasize that the child goes from the "zero" level of comprehension, to what he knows, experiences and is familiar with and can talk about.

4. This approach makes very heavy demands on teacher time--both in attempting to provide individually for each child, and in many hours of preparation for a stimulating program.

5. It is not intended to be a balanced reading program. The child left largely to his own devices in this type program will not become familiar with all of the different types and kinds of reading material. Also, how are his attitudes, interests, tastes and appreciations developed?

   Still, proponents of this method emphasize that reading and writing taught simultaneously reinforce each other.

Observations on the Language Experience Approach

Some of the better features of this type program could and should be incorporated into a reading and language arts program.

The advantages of building personal extended reading vocabularies, opportunities for fostering thinking and creative expression, building on the child's interest can all be inserted in a well-balanced reading program. No teacher should, however, attempt to develop her own long range skills program. This is probably best presented through the basal reader programs. The chief disadvantage of the language-experience approach is the possible haphazard attention to teaching a sound, well organized skills development program.

This program should have special attraction to teachers working with disadvantaged youth. Reading clinics have incorporated this approach into a remedial program for children for many years.

Serious questions can be raised concerning the use of this program, as a total program, beyond the initial or beginning reading stages in first grade. It is impossible for the child to broaden his interests measurably if he is limited to his own experiences. His reading of a wide variety of materials, in content areas, broadening his horizons and interests can be better achieved through a program in which these materials are readily available to both teacher and child.

One of the distinct problems in using the language-experience approach in beginning reading is the problem created by the child's early need to do a considerable amount of writing. Teaching children correct manuscript writing is a very difficult task. Direct teacher instruction and guidance are needed for most children for the first half of first grade. Continued practice and drill are necessary for learning correct letter forms, spacing, alighment, etc. Children left to their own devices, without an organized program, quickly accumulate a variety of poor handwriting practices. In this approach to reading instruction the child has considerable need to write, long before he has begun to master the mechanics of manuscript.

Perhaps this approach can best be evaluated in stating: adapt and utilize the segments of this program as part of the total reading and language arts program, as aspects of this type program are useful and beneficial to a sound and balanced reading program.

LANGUAGE EXPERIENCES IN READING

From the Publisher's Material and Program . . .

Authors: Roach Van Allen and Claryce Allen

Publisher: Encyclopaedia Britannica Press

An experience approach to the language arts takes advantage of the "language personalities" represented in a classroom. For example, the children with fluent oral language and a large meaningful vocabulary; the children who bring good speech but have limited experience in discussing a topic, in telling a story with a sequence of events, or in listening when someone else is speaking; the children who speak a language with forms considered incorrect in good English usage; the few children who have a limited oral language and meager vocabularies; the children who speak a language that is significantly divergent from standard English.

The wide range of differences need not be viewed as a disadvantage. Rather, the program is planned to deliberately preserve the individual child's personality at the same time that certain skills are taught and new patterns presented.

The procedure, from the first day, gives each child a chance to express his thoughts, his ideas about things in his environment, his aspirations, and his notions of personal conduct. The child does these things in the following ways:

--speaking in many situations--responding to stories and poems that are read to the class, telling stories, sharing personal experiences, participating in discussions, answering questions, talking out things observed or heard;

--painting and using other art media--painting at the easel, making simple crayon drawings to express an idea to which words might be added, modeling with clay and paper, using scrap material to form something of beauty or something that represents an idea, exploring color and color combinations, and relaxing with finger paints;

--writing--at first by dictating ideas for someone else to write, but even from the beginning by trying many activities of forming symbols and sounds;

--reading printed symbols in the environment, developing an awareness of the recurring patterns of speech sounds and the symbols that represent them, discovering that one can read something.

What Language Experiences in Reading emphasizes that most other programs do not is that from the time a child can name the

things in his own picture, he sees his words take the form of print before his very eyes. When he points out and calls by name the objects he has drawn, the teacher writes what he says on his picture. As soon as the child speaks simple phrases and sentences about his pictures, they are also written and displayed --not necessarily to be read immediately by the child, but to help him internalize the basic idea that the words he sees in print all around him are the same ones he says and hears in the speech of English-speaking people.

As soon as the child expresses interest in writing or copying words, he is taking one more step toward the time when he can use writing and reading to communicate his own ideas. The material in the first unit, I Learn to Read and Write, is close enough to the experience of each child that it can be introduced much earlier than a book with fixed language.

Language Experiences in Reading allows great flexibility in organization and scheduling. Every day is different. The activities of the first six units ask that you think of three basic patterns of organization and choose one, a combination of two, or a combination of all three, depending on the nature of the work for that day.

Rather than attempting to judge each child's progress in terms of specific language skills, the teacher should determine whether the total program reveals a developing pattern of language experiences, with each child learning from repeated work that:

--what he thinks about he cay say;
--what he says can be written (or dictated);
--what has been written can be read;
--he can read what he has written and what others have written for him to read.

All the skills emphasized in this program are intended to develop in the child these major concepts about language relationships. These concepts are extended and deepened in a classroom where listening, speaking, reading, and writing the language are not separated into separate programs presented at different times. Every unit in the Language Experiences in Reading program seeks to develop some topics appropriate to the maturity of the children engaged in the study.

The importance of this approach lies in the fact that (1) the child provides himself with words he is interested in and wants to read, and (2) the child first sees speech translated into written words, instead of meeting printed words that must be turned back into speech. The young child is more likely to grasp the concept of the correspondence between sound and letters (or spoken and written symbols) if he first turns his

own speech into those words and then reads those words.

The two major phases of the instructional program are: (1) the continuing program, and (2) activities with the pupil book.

The continuing program may be related directly, although not necessarily, to the themes used in the pupil books. Its major purpose is to provide activities and experiences that cause children to use and develop their total language powers.

The continuing program should not be scheduled as a definite period of the day. Rather, it might be thought of as the glue that holds the entire curriculum together. As the continuing program unfolds there is opportunity to share ideas and extend meaning in every curriculum area, especially through listening and speaking.

Art, music, social studies, science, math, and play are enhanced when the teaching-learning environment is relaxed enough for the children's own ideas to be heard and valued, their questions treated with interest and respect, and their new learnings reinforced with words that help them express their meanings accurately.

Activities with the pupil book are selected to highlight certain concepts and to give pupils practice in learning to read and write a few words at a time.

Three pupil books, each containing two units, introduce and reveiw the language experiences emphasized throughout the program. The units are: (1) Learn to Read and Write; (2) Growing Up; (3) Magic Plastics; (4) Sounds Around Us; (5) Animals Everywhere; (6) From Roller Skates to Rockets. The pupil book is not a reader, nor is it merely a workbook. Skills are placed in a language setting that each child helps to create. When completed, every child's book is different, yet all have practiced the same language skills.

The book does not emphasize the development of comprehension skills, since each child obviously understands what he has said. He has helped to create material with a "zero comprehension load," for comprehension is not all important when he is studying the English language sound by sound, syllable by syllable, and word by word. Comprehension skills are emphasized at the early stage when the child is listening to stories read to him. The simplest type of comprehension skill comes into use when a child begins to read what another child in the class has dictated or written.

Material in the pupil books is designed to introduce and give practice in:

--oral-language skills
--word-recognition skills--phonic analysis, structural analysis, associational analysis
--oral-reading skills
--writing skills
--vocabulary skills
--listening-comprehension skills
--study skills

In addition, the pupil book stimulates creative thinking and a variety of creative activities. The guide for each unit also suggests many selections from children's literature.

For some children the activities in the pupil book may not provide practice in enough situations for them to gain independence in using skills at their level. Language Experiences in Reading is not intended to be the total program for every child. Materials from many other programs can be used for additional practice.

1. Pupil texts from basal-reading series.
2. Supplementary readers.
3. Self-selection collection.
4. Word-study materials.
5. News materials.

A teacher's Resource Book is also provided.

For additional information on Language Experiences in Reading, write to:

Encyclopaedia Britannica Educational Corp.
425 North Michigan Avenue
Chicago, Illinois 60611

To Talk Over With Your Colleagues ▪ ▪ ▪

1. In terms of the school you work in, does this approach provide needed help with children?

2. Can you use this approach with part of your class?

3. If you are assigned to teach a second grade after the first grade teacher has used the language-experience approach, how would you continue with this program?

4. As a teacher of grades 4, 5 and 6, how can you plan a program in social studies, science and health to maintain and broaden children's use of the language experience approach? How would you plan such a program?

5. Can this approach be used efficiently and effectively along with a basal reader program?

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Publishing Companies:

Encyclopedia Britannica Press

" oh dear, oh dear!
is it phonics he
needs or has he had
too much of it? "

phonic supplements

8

Chapter 8

PHONIC SUPPLEMENTS

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A Point of View

The war over phonics has been raging longer than any other war save the Crusades. No other aspect of the teaching of reading has been so controversial. Fierce battles have raged among parents, teachers, and schools. More subtle arguments have appeared among professional educators for many years. One can find research reports to substantiate the claims of either the "pros" or "cons." It takes, however, a trained observer to critically analyze the research to determine which studies are well-conducted and well-controlled bonafide unbiased reporting.

First, let us clear up part of the phonics maze by differentiating between two often confused terms, namely phonetics and phonics.

1. Phonetics is the science of speech sounds, including the physical aspects of the reproduction of sound. This term is very useful to speech teachers and speech correction teachers.

2. Phonics is the study of sound-symbol (or letter) relationships and the application of this knowledge as an aid in word pronunciation. This is the term that the teacher uses.

Our discussion of phonics in this chapter will be concerned with phonics as a supplement to reading programs. There are over seventy various phonics systems currently being published and used in both schools and home for instruction. Basically, there are only three different systems that authors of the seventy-odd varieties use. All three systems are basically concerned with sounding out words.

1. The individual letter system. Children memorize the letters and a sound association with the letter. An example of this system is that the child learns the sound of b, of a, and of t and then attempts to blend them together into the word bat, usually in a fashion such as buh, ah, and tah.

2. The consonant system. This differs in approach only to the extent that the child learns to combine ba with t to make bat, and in many instances it becomes bah, teh.

3. The families system. At is taught as a family. When the child masters at, he then learns bat, cat, fat, hat, mat, sat, vat, pat, rat, but never eat.

Common phases of the three systems. Each of these three systems has a long history in public schools. Children are to memorize, usually by rote and usually in whole class situations. After the teachers tell the word or family, they are to give it back in tedious, dull fashion. Dull and boring and repetitive practice and drill, drill, drill, accompany each of these systems. In many of these systems, long lists of rules are presented, usually to be memorized and then hopefully utilized when needed. Some systems have as many as four hundred rules for the child to learn and memorize. Words, when learned are then put in sentences such as, A fat cat sat on a mat.

Observations on the Phonics Approach

In attempting to discuss the advantages and disadvantages of a phonics system, one needs to keep in mind that the teaching of a phonic system as the only method of teaching reading has proved unsatisfactory throughout the history of American reading instruction.

It is safe to say, however, no phonics and the child will never learn to read well. Too much phonics produces the same result. More important is the kind of phonics, the place of phonics in a reading program and the amount of phonics each child

needs. Phonics is only one of several word analysis skills a child uses to unlock unfamiliar words. Phonics instruction without meaning is useless. The mere memorization of lists of words or families, with no meaning or opportunity for immediate need and use of these words in the child's reading is futile.

Most authorities agree that phonics is an important part of a reading program. The favorable features of phonics instruction have been incorporated into most basal reading series. Improvements on the basic three systems previously mentioned have been incorporated into basal programs. Combining these approaches is a widely accepted practice today. Many studies have been conducted comparing the phonics approach with a "look-say" approach, and a combination of the two. In most schools today, phonics instruction is an important part of a reading program. Its value, in combination with other methods of teaching word analysis, meaning and comprehension has proved to be superior as evidenced in many studies.

The more important questions that remain unanswered today, (rather than do we or don't we teach phonics) is the place of phonics in the reading program.

1. When do we begin phonics instruction?
2. How do we begin phonics instruction?
3. What amount of phonics instruction is needed?
4. What kind of phonics instruction is needed?
5. Which children need more (or less) phonics instruction?

These questions invite much research to be undertaken. Most reading experts hold different "opinions" about these five questions, but none claim true knowledge.

The major difference seems to be <u>what the individual teacher does</u> to supplement needed phonics instruction for the children in her classroom. This means she must be competent in analyzing pupil needs and planning a program, be it phonics instruction or other skills instruction, geared to what a particular child or group of children need. Lack of teacher's ability to teach phonics because of her rather incomplete knowledge of phonic facts and generalizations have been reported in several studies.

The controversy over the teaching of phonics has left the classroom teacher confused and misinformed concerning the place of phonics in the reading program. Heilman (17) pointed out teachers' uneasiness about teaching phonics and mentioned such misconceptions as the following:

1. <u>All phonics practiced in earlier periods are inherently suspect and should be avoided</u>.
   Not incorporating the good practices of former years

into newer and improved combination methods is even today questioned by some teachers.

2. Teachers confuse phonics instruction with "learning ABC's." The issue is teaching the alphabet in sequence in first grade curriculum. Recognizing and knowing the names of the various letters is a different matter. Teacher confusion grew out of the fact that much of the writing on the topic lacked clarity.

3. Teachers believe that teaching word families is an indefensible practice. The way in which it was taught in previous eras, namely long drill periods unrelated to meaning, is indefensible. However, there are many advantages to teaching families. When the child is introduced to lake in his reading, it would be poor practice not to point out other words in the ake family, such as rake, cake, bake and seize this opportunity to increase the child's reading vocabulary and word analysis ability.

4. No work or drill on phonics should ever take place except when it relates directly to what the child is reading. The concept that phonics instruction should be related to what the child is reading at the moment is a good rule to keep in mind when introducing a new step or concept, but the individual differences among pupils in any classroom make it highly unlikely that all will need the same instruction at any given moment."

THE PHONOVISUAL METHOD

From the Publisher's Material and Program . . .

Authors: Lucille D. Schoolfield and Josephine B. Timberlake

Publisher: Phonovisual Products, Inc.

The Phonovisual Method is a simple, easily understood system of teaching elementary phonetics in order to obtain earlier and better results in reading and spelling. It will be found that independence and the speed of learning are so enhanced that there is time for a greatly enriched program of creative writing and outside reading.

The Phonovisual Method is based on the use of pictorial charts arranged on a scientific phonetic foundation, together with a definite plan for training in auditory and visual discrimination. This is organized phonics. There are 26 sounds on the Consonant Chart and 17 sounds on the Vowel Chart.

There are only three main steps in teaching the Phonovisual Method:

I. Initial Consonants
   1. Children learn to recognize, read, write, and "say" consonant sounds in connection with key pictures on the Consonant Chart.
   2. Children make transition from initial sounds in key pictures to initial sounds in the vocabulary of their own books.

II. Initial and Final Consonants
   1. Children learn to listen through a word, identifying and writing first and last sounds.

III. Vowels and Blends
   1. Vowel ee.
   2. Recognition of blends.
   3. Spelling, reading and writing of words using all main spellings on Vowel Chart.
   4. Oral spelling: Transition from sound of letter to its alphabetical name.

The Three Main Steps are followed by advanced instruction covering:

1. Secondary spellings on Phonovisual Charts.
2. Comparison of sight and phonetic words.
3. Compound words and other words of more than one syllable.
4. Prefixes and suffixes.

A teacher will have no diffificulty if (a) she knows how to produce all of the sounds correctly and (b) she teaches each step prescribed in the Method Book with complete thoroughness before beginning the next.

It should be clearly understood that the Phonovisual Method is a supplement, not a substitute. It does not in any way presuppose the discarding of the sight method of teaching reading. It is not intended to be used instead of sight reading, but as a parallel teaching tool. The authors of the Method offer it as a middle course between the old phonetic approach, with its attendant "word-calling" without comprehension, and the sight approach, with its dependence upon memory.

Basic Materials

Phonovisual Consonant Chart

Contains 26 consonant sounds (and 8 subspellings) with corresponding key-word pictures scientifically arranged according to speech patterns. The text appears in two colors on durable latex impregnated "Triflex" stock; size 26" x 40". Lettered sounds are printed in bold type plainly visible in average classrooms.

Phonovisual Vowel Chart

Contains 17 fundamental vowel sounds (and 21 subspellings) with corresponding key-word pictures. Dimensions and physical qualities are identical to those of the Consonant Chart.

Phonovisual Method Book

Cover: cloth bound, hard back, 6" x 8½". Contents: (a) clearly defined and easy-to-follow instructions and step-by-step procedures for kindergarten, primary and remedial programs; (b) a series of photographic illustrations depicting basic steps and effective classroom procedures; (c) carefully selected word lists for each and every consonant and vowel sound; (d) general discussion of the Phonovisual Method, case histories and experience reports.

Supplementary Aids

Each device has proven effective for (1) Providing motivation, (2) Stimulating learning, (3) Stressing repetition with variation, (4) Accentuating auditory and visual discrimination.

Readiness Book - Kindergarten and Grade 1
Transition Book - Kindergarten and Grade 1
Game Book
Consonant Workbook
Vowel Workbook
Skill Builders - letter symbols as they appear on the Charts
Record of Sounds - a teacher-training device to aid the teacher to make the sounds of consonants and vowels correctly.
Consonant Flipstrips
Vowel Flipstrips
Magnetic Boards
Rummy Games
Consonant Picture-Pack
Vowel Picture-Pack
Better Speech and Better Reading - a book with word lists and practice sentences.
Sounds the Letters Make - rhymes in each of which a particular sound is stressed by repetition.
Incomplete Practice Sheets - replicas of the Consonant and Vowel Charts.

For additional information on The Phonovisual Method, write to:

Phonovisual Products, Inc.
Box 5625
Washington, D. C. 20016

SPEECH-TO-PRINT PHONICS

From the Publisher's Material and Program ■ ■ ■

Authors: Donald D. Durrell and Helen A. Murphy

Publisher: Harcourt, Brace and World, Inc.

Intended as a self-sufficient reading-readiness program, Speech-to-Print Phonics can also supplement any basal reading series and can be effective in remedial-reading classes. All the materials in this system of teaching reading are contained in one package, which is also a convenient storage box; a single box can serve a classroom of up to 34 pupils.

The emphasis in the Speech-to-Print Phonics lessons is on the sound within spoken words which children already have in their vocabularies, rather than on the sound of a printed letter in isolation. Thus, children move forward naturally from speech to print.

Children learn to accept varied spellings without difficulty. The movement from print to speech is a backward one that emphasizes what letters "say." In English this movement is undesirable because what letters "say" varies greatly. In matching phonemes with their various spellings, as in Speech-to-Print Phonics, the child acquires phonics principles inductively and learns to accept varied spellings.

Stress on meaning adds greatly to the word recognition "bonus learnings." The exposure to 600-700 printed words in a meaningful context allows rapid learners to attain a sight vocabulary incidentally.

Soundly conceived and thoroughly tested in beginning reading programs and in remedial reading clinics, Speech-to-Print Phonics has the advantage of being suitable for whole-class instruction. The every-pupil-response technique saves time, yet shows the teacher immediately who needs help.

A complete systematic phonics program is presented. It may be used with any basal reading series to supplement word study without conflicting with different phonics approaches. Moreover, this program is sufficiently comprehensive to replace entirely the word-analysis service of a basal reader.

The Teaching Plan

The 55 "ear-training" lessons for phoneme identification and practice provide the main body of what is taught in Speech-to-

Print Phonics. Starting with the most common beginning sounds in words that appear in primary-grade speech and reading, the lessons detailed in the Teacher's Manual then move to beginning consonant blends, to final consonants and consonant blends, to short vowels, to long vowels, and finally to homophones. The lessons have been ordered according to difficulty, based on research findings in relation to phoneme identification.

The Materials

Teacher's Manual. This spiral-bound 163-page paperback manual provides complete directions for the teacher to conduct the lessons. A discussion of the design and purpose of the lessons, general directions for their use, and background, theoretical information make up the first section. The second section contains explicit directions for the main body of the program: 55 lessons in relating phonemes in words to their printed forms. The final section contains 10 lessons for teaching letter names and forms, which may be taught early or late in the program, the option being the teacher's.

Applied Phonics Practice Cards. These 233 3" x 14" cards, closely integrated with the phoneme-practice lessons, are used as flash cards by the teacher to provide practice in applying newly learned phonics elements to solve new words.

Pupil-response Cards. Each of the 34 gummed pads consists of a set of 52 2" x 3" cards bearing: the 26 alphabet letters (capital and lower-case letters app aring on reverse sides); 21 consonant blends; and a "yes," a "no," a "1," a "2," and a "3." Selected cards are used by the pupil to respond to situations in the lessons, thus allowing the teacher to see immediately which children are having difficulty.

For additional information on Speech-to-Print Phonics, write to:

Harcourt, Brace and World, Inc.
School Department
Third Avenue
New York, New York 10017

To Talk Over With Your Colleagues . . .

1. What are the children's weaknesses in phonetic skills in your classroom? How do you supplement their reading program in phonics?

2. Which phonics supplements present detailed teacher's guides for their use?

3. Compare your reading phonics program with the phonics program taught in your spelling text. How are they alike? How are they different?

4. In what ways could you combine the teaching of phonics in spelling and reading?

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"ON STRENGTHS

INDIVIDUALIZED READING

AND WEAKNESSES OF GROUPED VS. INDIVIDUALIZED INSTRUCTION: 'LIKE MAN AND WIFE, THEY MAY HAVE DIFFICULTY SETTING ALONG TOGETHER, BUT THEY NEED EACH OTHER.'"

TINKER AND MC CULLOUGH

9

Chapter 9

INDIVIDUALIZED READING

Recommended Reading ▪ ▪ ▪

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A Point of View ▪ ▪ ▪

There are many approaches to individualized reading instruction. Historically, new birth of individualized reading instruction came with the man's first attempt to teach another how to read in the pre-Christian eras when teaching was primarily tutoring. In the United States this type of instruction probably began and flourished with the landing of the Pilgrims. The formal reporting in the literature of individualized reading programs began with Search (30) in 1888. Later Washburne (36) reported on his plan. The importance of individualized teaching was heightened in 1925 with the publication, National Society of Education Yearbook entitled, "Adapting the Schools to Individual Differences." Since that time, individualized reading was utilized in some form, to some degree in most good classrooms throughout the country.

Today, there are innumerable variations of individualized reading instruction--probably as many different programs as there are teachers. Some may be highly structured, while many others are highly creative. Even in attempting to give this type of instruction, various proponents have given such labels as "individual progress plan", "recreational reading", "personalized reading instruction", "independent reading", and the most widely used term currently employed, "individualized reading instruction."

There is little argument among reading authorities about

the fact that individualized reading should have an important place in a well balanced reading program. (Bond & Wagner (5), Betts (4), Tinker & McCullough (32), Russell (27), McKee (21), Durrell (10)).

Certain proponents of a certain type of individualized reading are in almost total disagreement. They propose a program which in most respects is totally individualized (Veatch (34), Brogan & Fox (6), Lazar (20), Olson (25)). This is currently the approach which is most popular in the literature (though not in the schools necessarily) and will be discussed here.

1. The Seeking, Self-Selection, Self-Pacing Approach

This approach grew out of several studies conducted by Olson (25) who noted wide differences in growth patterns, behavior and development of children. His theory suggests that the child seeks experience and interests according to his growth pattern, that the child has inner motivational drives and aspirations to read, and will progress in seeking to fulfill these needs according to his individual growth pattern in both the acquisition of skills and progressive levels of achievement. Out of this theory grew the philosophical foundation of a means to enhance proper child development objectives in reading, and it has grown to be known as seeking, self-selection, self-pacing.

There are many variations as to the manner of implementing this type program. All proponents of the method do not agree on all facets of the program. The following description of this type program highlights the main features and most widely accepted procedures of this method:

Basically, each child is given the freedom to select his own reading material from a wide variety of different types of texts, story books, magazines, etc., virtually any and all types of reading material - suited to a child's interests and needs - assembled and accumulated about the classroom. Some authorities suggest a minimum of one hundred books from which the child may make his choice. He reads the text, moving through it at his own pace. The teacher plans individual conferences with each child - in many cases once or twice each week. During the conference period the teacher inquires how he likes the book, what it is about, and any particular difficulties he encounters in his reading (vocabulary, comprehension, etc.). She may listen to him read a selection orally, may also observe as he reads a selection of the book silently. The teacher may ask comprehension questions about other parts of the book the child has read since their last conference. The teacher makes careful notes - recording reading errors, difficulty with word meanings, faulty word analysis or

pronunciation, the child's progress, interest and attitude, and any other important remarks or observations she considers worthy of recording.

Observations on the Individualized Reading Approach

For some teachers, the disadvantages noted above may be overcome to a large degree. Future improvements and refinements in this type of organization hold promise of more widespread and effective use of this program, (Veatch (34) and Barbe (3)). As with any new method, this approach needs much further well designed, tightly controlled research.

Vite (35) surveyed seven studies, four of which favored individualized reading, three favored ability grouping. The research is conflicting. Sartain (29) found initial enthusiasm and progress high in the first months for both control (basal reader program) and individualized groups. However, there was no appreciable difference in either method at the end of the study. Additional studies report success of one method or the other. There is no definite pattern of reported success of either method. There are more testimonials than research reported in various professional journals.

Before embarking on this type program, the teacher must have a vast supply of different reading media (Gray-13). As many as 100 different books are recommended per classroom. The teacher should make a detailed analysis of each pupil's instructional needs. Otherwise she may be teaching the wrong skills at the wrong time to the student who doesn't need them. Some proponents suggest no direct teaching to individuals or small groups, but suggest having practice material available for each skill at each level. Organized teaching of skills to small groups of similar needs would be far superior to individually teaching each pupil, providing a program planned in advance based on anticipated pupil needs and continual skill development would make for much more efficient and effective instruction.

Another problem to consider is this: Does the average teacher have the ability to handle this type of program? How well acquainted with children's literature is she? What level of competence in analyzing pupil needs and difficulties has this teacher acquired? How well organized is the teacher?

Record keeping alone is both a laborious and expensive consumer of teacher time. How can the teacher possibly keep accurate records of pupils' skill development on, say twenty different necessary skills for thirty-five pupils? In first and second grade alone, how many teachers want to teach the long vowel sound for "a" thirty-five separate times? Clymer (7) has clearly emphasized this short-coming in suggesting the teacher "Quickly list the vocabulary, the concepts, and the appropriate

comprehension questions for a first grade child reading McCloskey's Blueberries for Sol (Viking Press, 1948)".

The self-pacing concept has many limitations. It assumes everyone wants to learn and will work diligently if left to his own devices. This is an erroneous assumption, especially for slow paced or disinterested students. No industrial or governmental employer would last long if he allowed all workers to produce at a pace they set for themselves.

The self-selection concept has many built-in weaknesses. A third grade boy is interested in horses. He selects books on horses. By May he has read seventy-five books on horses. He begins to both look and smell like one. Self-selection, while it has some "democratic" advantages, requires careful teacher guidance as pointed out by Hester (18). The teacher's task is to broaden children's interest and provide for divergent reading in all areas of human knowledge. Balance in the reading program is a primary goal of good teaching.

Combining the Individualized and Basal Approaches

In primary grades this is probably the most sensible and realistic approach for the teacher. The basal reader provides a foundAtional, developmental program. The individualized approach allows for wide use and enjoyment of reading ability. As Tinker and McCullough (32) have stated so aptly: "Like man and wife they may have difficulty getting along together but they need each other." This is the method suggested by most reading specialists. (Bond & Wagner (5), Austin (1), Tinker & McCullough (32), Hester (18), Russell (27), McKee (21), Durrell (10)).

In intermediate grades for children who are reading at these levels, as close an adherance to a basal reader skill development program as in primary grades needs to be seriously questioned and extensively researched. True, the children need a skills development program for continuous growth. Is the basal reader the best tool to develop these skills? For some skills this may be true, but probably not for all.

Among reading specialists, there is little agreement on which skills should be taught, in what amounts, and at what grade levels. Also, there is much variety of opinion as to which skills would be better taught in the other content areas of the curriculum. The strategy of teaching many reading skills in the content areas has much merit but it is highly complex. It has not been subjected to much study. This strategy is handicapped by lack of an organizational plan that is sequential, that the average teacher can handle. It assumes a much closer joining of all areas of the curriculum. Perhaps this type program has distinct advantages in that it provides practice and use of skills learned.

As further studies are made in reading methods, much knowledge hopefully will appear which will focus on which practices from various approaches produce the most successful program. We have hardly begun in this search.

A Point of View ■ ■ ■

Grouping for Reading--Look Before You Leap

Over the years, proponents of improving the quality of instruction of the elementary school have devised no less than forty bonafide patterns of organization. Forty patterns, turned loose among educators soon takes on local adaptations, modifications and combinations. The singlemost outstanding piece of originality is usually the local or provincial name given to a particular plan or grouping pattern.

In recent years there has been a steady stampede of well-meaning administrators to "try something new." What really is new? How old is the so-called non-graded school? The Joplin plan? Even the first attempt at team teaching in the United States dates back to Batavia, New York in 1855!

There are certain factors which have had little influence on the continued search to improve school practice. Although these factors are well documented in the research literature, they are of sufficient importance to remind the reader:

1. No one organizational plan or pattern of grouping pupils has been so clearly superior to another design that it should be widely adopted or practiced.

2. There is a greater variety among ways in which individual teachers treat an organizational pattern than the pattern itself.

3. The initial high teacher-principal-pupil interest in a new method of school or class grouping is short-lived. Usually, after a three year period, interest is low, initial promising results diminished. The search and interest for a different program to better meet pupil learning needs is instigated.

4. The need and demand for specialized teaching mushrooms as attempts at individualizing instruction are initiated. The more the grouping pattern highlights individual needs, the greater the inventiveness and competency of the teacher is demanded.

5. Each grouping pattern envisaged has one or more distinct advantages over other groupings. Conversely, all plans have their distinct shortcomings.

Perhaps the most important factors governing the type of school or class organization are local needs and particular interests. Several well known grouping patterns have their origin around such factors as teacher and/or pupil shortages, lack of adequate cafeterias, gymnasiums or transportation facilities. The sparsity of employment for potential school dropouts during the depression led to mass departmentalization of junior high schools so that slow learners could be kept in school and the instruction better fitted to their capacity.

Although we continue to seek improved methods of grouping children, of initiating and changing school and class organizations, there is one highly important variable that changes very little--the individual child. Regardless of the grouping pattern, he still needs to be taught. Teaching the individual child would be a simple task if we had one teacher for every child. When we multiply the diverse needs of one child by his somewhat complicated and more diverse needs in each school subject we have many problems. Now multiply his needs by thirty or more and your product is one of the most fascinating, difficult and great challenges of modern classroom teaching.

Some of my teacher friends who have had extensive classroom experience look upon the new principal's or curriculum director's plan for reorganizing their school with little or no enthusiasm. Long, devoted careers have taught them that regardless of the method or pattern of grouping utilized over the years, none are revolutionary. Many of the new grouping patterns are actually quite old, but cloaked in a new-found name.

It may well be that we have placed entirely too much emphasis on the method of grouping and far too little on the method of teaching.

Many curriculum innovators, and particularly reading specialists, are more concerned with the principal tasks to be solved. Regardless of the grouping pattern, first priority must be given to the learning needs of children.

Any innovation which will increase the economy and efficiency of pupil learning bear study and possible adoption.

Before examining so-called new or innovative grouping patterns, particularly in reading, the following ever-present factors must be seriously considered. They defy argument.

Regardless of the grouping pattern:

1. There is a vast difference in the instructional needs of children of similar reading achievement. Wide differences may exist between a child's vocabulary and comprehension score. When these are combined the child may well appear to be "average". With any group of children whose reading average scores fall within the range of the same grade level, vast difference in achievement exists in all other component skills. A typical example of this phenomenon is the specially grouped fourth grade class whose average reading (vocabulary and comprehension) scores range from 3.5 to 4.5. In all other component reading skills, the range of ability differs from 1.5 to 7.5. This wide range is particularly apparent in word analysis, speed, sequence of events, spelling, use of reference and thinking skills and reading in the content areas.

2. The learning needs of children of similar reading achievement cannot be met by uniform instruction. We open Pandora's box when we examine supplementary skills instruction needs as illustrated above. Diversification of the teaching of reading must be based on pupil needs rather than on the next lesson appearing in the box or package. To teach to particular weaknesses necessitates the temporary or partial grouping of children according to the skill weakness observed. This leads to groups within groups or sub-grouping. Teaching to the subgroups -- to a particular weakness not apparent on a standardized reading achievement test--may be necessary until the skill is mastered.

3. Children within any reading group will progress at vastly different rates - even when the instruction is uniform. One of the great problems in being a high achiever in reading is waiting for the rest to finish their work. The great trial and trauma of the low achiever is that he never finishes anything.

   Until we design reading programs that adapt the instruction, first for levels of ability and then for differing rates of progress, even the most exotic of grouping designs can go afoul.

4. The learning problems of the bottom third of any group of children are vastly different and oftentimes complex and compounded. For these children, great care and attention need to be directed to each individual case - for each is unique. Instructional planning often requires small group or individual teaching. Confusions in previous learning need to be resolved. High motivation needs to be present. Each child, regardless of his level, is entitled to know the extent of his individual progress every day, no matter how small it may be. Otherwise, he has no incentive to continue.

5. The intensity of instruction needed varies from group to group and child to child. The number of repetitions, practices or drills needed for a child to acquire a certain concept, idea, skill or ability varies widely. This highlights the need for self-help type activities that require a minimum of teacher direction. The ideal high-intensity multiple practice activities are self-correctional, so that a child can pace himself.

6. The enrichment of reading instruction is needed by all children, regardless of level, weaknesses or rate of progress. Little learning takes place unless the instruction is meaningful, possesses significance and has usefulness to him as an individual. The more the child is required to think about what he is reading and learning, perceives relationships with previous learning, and relates this with his personal world, the more permanent the learning becomes. Although this precept is not new, it is probably more necessary today with the increasing knowledge explosion than it has ever been before.

   It may well be impossible to solve the grouping maze by a singular type of school or class organization. The method of grouping may be totally unimportant. What is being taught and how it is being learned might someday replace the groping for the right grouping. When we focus on adapting the instruction to the learning needs of the child, this great day may be approaching, with its many inherent rewards.

To Talk Over With Your Colleagues ▪ ▪ ▪

1. If you had nothing but an individualized approach to reading with your students, what are some worthwhile experiences that they might be missing?

2. Before launching on an individualized approach, what must you know about the pupils? What kinds of materials are necessary for a successful program?

3. What record-keeping tasks do you foresee a need to maintain?

4. List all of the reading skills you feel you should be teaching at your grade level. Show how you plan to accomplish this teaching in the school year in an individualized reading program.

5. How do you report pupil progress to parents using this approach?

6. How can you incorporate individualized reading with the basal reader or other approaches? Can this be done successfully?

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We thank you for your cooperation and participation which made this program possible.

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"whatever else

programmed instruction

they may be, machines
are human thoughts
made tangible."

p. kenneth komoski

10

Chapter 10

PROGRAMMED INSTRUCTION

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A Point of View . . .

Programmed instruction can mean different things to different people. Even the proper spelling of the word is subject to interpretation. Should "programmed" be spelled with one or two m's?

There is a vast array of programmed materials available to the teachers today. These programs are designed to teach one or more skills to children. Some materials, in addition to being programmed, are also available on different levels of difficulty. Thus, a pupil can be programmed through several levels of difficulty on a particular reading skill or skills. Hence, the term multi-level learning materials.

The design of most programs follows the theoretical bases developed by B. F. Skinner. The basic learning premise is immediate reinforcement of a correct response to a stimulus situation. Most current programs are of this nature and are considered linear programs.

Linear programs give small doses of instruction to a child, with each small task or step receiving immediate reinforcement, usually in the form of the correct answer. The child moves through the material, answering questions and then finding out immediately if his response was correct or incorrect. In this way he corrects his own work and moves on at his own rate of learning.

The SRA multi-level kits, the Macmillan Reading Spectrum, and the Sullivan Programmed Readers are examples of linear programming.

The question that most often comes to the teacher's mind is that of incorrect responses. Even if the child gets an answer wrong, he moves ahead in the same manner as the child who gets the answer correct. In linear programmed materials there is no provision for special help when the child is having difficulty.

Other programs, such as the Computer-Assisted Instruction program, have automatically re-cycled the child who makes error, into extra practice material. This type of program is known by various names such as instructional branching or scramble. It is somewhat superior to linear programs in that it allows special help at points of weakness--especially for low achievers or slower than average learners. These programs are available in book or workbook form as well as with machines and computers.

In spite of some inherent weaknesses, there are many values to be derived from programmed instruction. Firstly, it gives the teacher a tool that can work effectively with one, several, or a larger group of children. Secondly, it allows students to work at their individual rate of progress. The student's turn comes all the time. There is no sitting and waiting for another to respond. This type instruction tends to be rather impersonal, especially for the child who needs much teacher guidance and praise. Another problem for teachers to face is that of which children receive which program. Which skills are better taught in a programmed sequence? Is this type instruction superior to other methods?

None of these questions raised can be properly or fully answered now. Time, refinements in existing materials and broader based research programs may change with the use and power of programmed material. Also, much of the material a teacher regularly uses in her reading program can be programmed easily by her--worksheets, workbooks, and certain kinds of drill. Teacher programming of materials does not require fancy and expensive machines. When a teacher adapts reading material and makes it self-directing and self-correcting, she is in essence "programming" material for more efficient and effective learning.

Perhaps the most important considerations the teacher faces in the utilization of programmed materials are:

1. How does the material fit into a balanced reading program?

2. What kinds of skills are better taught through programming?

3. Which children will benefit from what kind of programmed material?

LISTEN AND DO

From the Publisher's Material and Program ▪ ▪ ▪

Authors: Lillian Blair, Esther Pliska, June Cyeths, and edited by Paul McKee.

Publisher: Houghton Mifflin Company

The Listen and Do program provides 32 instructional lessons in letter-sound associations. To prepare the child to use letter sounds it gives him practice in distinguishing letter forms from one another, explains what is meant by the beginning of a spoken word, and teaches him letter-sound associations for 22 consonants. The program also gives him practice in using spoken context and only the beginning sound to supply a missing word.

The materials are made up of a set of sixteen ten-inch long-playing records. Every record has a complete fifteen-minute lesson on each side--thirty-two lessons in all. To accompany the set of records, there is a set of thirty-two duplicating masters. A teacher's guide identifies what is being taught in each lesson and contains a key for correcting the pupils' worksheets.

The first two lessons and the sixth lesson in the Listen and Do program are designed to get the pupil accustomed to following the various types of directions that will be given by the recorded voice. These three lessons give the pupil instructions for marking his worksheet and explain to him the various techniques to be used. The pupil is made to realize that he is to listen to the directions, mark his worksheet when he is directed to do so, and correct his paper as the record tells him how he should have marked the worksheet. These records are carefully programmed so that the pupil progresses easily from one step to the next. Pauses are carefully timed so that the pupil can make his response on the worksheet and then correct it immediately. The principle of immediate reinforcement of learning is fully utilized.

There are twenty-two lessons that give definite teaching and practice on use of context, letter and sound associations, and using context in conjunction with letter-sound associations (beginning sounds). A single letter-sound association is the basis of each of these lessons.

This program has some unique advantages. The record directs the practice completely and independently; therefore, it is almost like a "helping teacher" in the room. The immediate correcting of his own work by the pupil brings one of the

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strongest features of the so-called "teaching machines" to aid the teacher of pre-reading skills.

Worksheets that are prepared for pupils of this age cannot have printed directions on them because the pupils cannot be expected to read them. Oral directions are time-consuming to give and no matter how carefully worded are often too demanding on the pupil's memory. The Listen and Do directions are complete on the record. These directions have been tested in the classroom and are readily understood by the pupils. Although the lessons in Listen and Do are not intended to be used for initial instruction, they do teach as well as give practice. They also provide a solid basis for diagnosing difficulties.

For additional information on Listen and Do, write to:

Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

MATCH AND CHECK

From the Publisher's Material and Program . . .

Author: Barbara Hawkins

Publisher: Scott, Foresman and Company

Match and Check is a series of sets of manipulative devices to aid children in developing auditory and visual discrimination. Each set contains 5 two-sided boards (12-3/4" x 6-5/8"), making ten separate games in which children match colors, shapes, pictures of objects; pair pictures by beginning sounds or rhyming sounds; match words, capital and small letters. Youngsters work alone or in pairs, manipulating disks at the ends of each board to bring pictures or words into focus in two large frames. Moving a lever opens another pair of frames, a self-checking device showing whether the correct association has been made.

Sets are now available for Pre-School, Pre-Reading, Pre-Primer, and Primer levels, and the Book I set is in preparation. Each set includes a leaflet of instructions for the teacher.

For additional information on Match and Check, write to:

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

THE FIRST TALKING ALPHABET

From the Publisher's Material and Program ■ ■ ■

Authors: Forrest Fernkopf, Barbara Hawkins, Meryl Johnston, John Manning, and Marion Monroe

Publisher: Scott, Foresman and Company

This audio-visual teaching tool provides practice in hearing consonant sounds in initial and final positions, and in associating those sounds with letters. Boxed set includes 20 records (40 sides) plus 20 copies each of 20 different picture-alphabet cards, with lesson material on either side. The names of several objects pictured in full color on a card illustrate one consonant sound; the initial consonant letter is printed large in upper-and lower-case forms and flocked to supply a tactile impression for children who benefit especially from this type of sensory stimulus. Instructions come with the set.

As a Talking Alphabet record plays, providing carefully timed directions to pupils, a teacher can move from child to child, observing and guiding their responses. Children use many senses to learn; they look at the pictures on a card, listen to the narrator on the record say the names of the pictures, and say the names and trace their outlines. Later they write the letters on exercise sheets prepared from special Duplicating Masters, thus getting additional practice in making sound-letter associations.

The Duplicating Masters (set of 60) are also appropriate for use without records and cards for practice in associating consonant sounds and their symbols.

The Second Talking Alphabet is in preparation.

For additional information on The First Talking Alphabet, write to:

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

THE FIRST TALKING STORYBOOK BOX

From the Publisher's Material and Program ▪ ▪ ▪

Authors: Charlotte S. Huck, Wilma J. Pyle and others

Publisher: Scott, Foresman and Company

The Scott, Foresman First Talking Storybook Box contains 21 books, each accompanied by its own recording. This is self-selecting, free-time material, designed to be used independently, with a minimum of teacher direction.

A child, once introduced to the Storybook Box and taught to use a record player, may choose a book, put the corresponding record on, put on his headphones, and listen to the story while holding the open book in his hands and looking at pictures and text. The record signals when he is to turn the page. Or, a group of children may listen to the recordings together.

The big objective, however, is to extend children's listening experiences, broaden their acquaintance with their literary heritage, and generate enthusiasm for reading and for books. For some youngsters, the Storybook Box will no doubt provide their first experience in being "read to."

The Box contains:

21 colorfully illustrated books, sturdily bound
22 standard, seven-inch, 33 1/3 r.p.m. speed phonograph records (one book requires two records)
20 Individual Record Cards imprinted with the book covers
Teacher's Instruction Booklet

For additional information on The First Talking Storybook Box, write to:

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

THE SRA READING LABORATORY SERIES

From the Publisher's Material and Program . . .

Authors: Don H. Parker and others

Publisher: Science Research Associates

The Reading Laboratory constitutes a learning system different from reading programs most commonly found in classrooms. Perhaps most strikingly, the laboratory's format and wide range of reading levels are developed in the framework of the multilevel philosophy. Each Reading Laboratory provides materials at several different ability levels. Thus, while working with a Reading Laboratory, each student starts where he is in reading and progresses as fast and as far as his learning rate and capacity will allow.

Based on the assumptions of the multilevel philosophy, each SRA Reading Laboratory provides the following:

A. A sufficient number of materials in a wide range of reading and skill levels to meet the individual differences found in the average heterogeneous classroom.

B. Materials that have been ranked on a continuum of difficulty from "easy" to "hard" according to the existing knowledge of the basic skills that make up the total skill of reading.

C. Self-correcting keys and progress charts that enable each student to get immediate and long-range feedback and to experience forward movement--a continual evaluation of reading behavior and progress that will be useful to the student himself, the teacher, the supervisor or administrator, and the parents.

D. Multilevel learning materials that constitute a unified and individualized program that can be presented throughout the grades. Such materials may open the way to new achievement levels since the extent to which a student may gain in reading skill and comprehension has not yet been determined.

How the SRA Laboratories work

They work by giving the teacher the tools she needs to provide a meaningful learning experience for each child in the classroom. They work effectively by meeting individual differences in learning capacity. Selections and exercises are grouped at the levels of reading ability normally found in a class. Each

sequential reading level is coded by color and number, as a simple guide to the use of the materials.

The student begins on solid ground, and with confidence, because he starts at the level where material is not too difficult, not too easy. . . but where it matches his own existing ability. As he improves his reading skills, he moves ahead steadily to more challenging materials.

From absorbing short passages that increase speed and concentration, to engrossing four-page booklets that teach both understanding and word attack skills, the Laboratories offer enough variety and enough materials for twenty-five to thirty students at one time.

How to Begin

The teacher starts the program by determining the functional reading level of each pupil--the point at which he reads with some difficulty, but with understanding. It is at this level that he learns most effectively.

In the primary classes, special Power Builder Starters in the student's My Own Book for Reading makes this a simple step. With his ability pin-pointed, the student can work on his own, guided by color-coding to materials suited to his current level. For higher grades, the initial step is a brief two-part Starting Level Guide that establishes each student's ability level, and his proper place in the program.

Once reading levels have been determined, the teacher continues the program, using the Word Games and Listening Skill Builders for primary grades, and the wider variety of skill builders for intermediate and secondary grades.

Early in the program, students read a series of highly interesting selections. The readings cover many topics, both fictional and factual. Involvement increases as students continue the program--completing and scoring the reading exercises themselves and recording results on progress charts in individual Student Record Books. This immediate feedback reinforces learning and pinpoints errors before they become ingrained. The chart serves as an additional stimulus as the student evaluates his day-to-day progress.

The program encourages development in depth, as well as forward growth in reading skills. The student not only advances to more challenging levels, but also finds repeated stimulus to learning within each level.

Because the Laboratories are published as related materials for grades one through twelve, a child progressing from

one Laboratory to the next may begin at the corresponding level. A brief review can be built into the learning process in this way.

With the Laboratory, a youngster reads, tests himself, scores his own tests, and keeps his own record of progress. He sees and senses his development day by day. When he makes a mistake, he is stopped--promptly--before error becomes habit. When he is right, he knows it at once. The immediacy of the check reinforces his grasp of the work. His progress chart shows his teacher at any time how well he is doing, enabling her to give her limited time to those students who are most in need of attention.

How the Student Benefits.

In place of a single reading program for all, the SRA reading lab series gives each student a program that takes into account his individual learning ability. With the Reading Laboratory Series the student can locate his strengths and weaknesses. He can then concentrate on correcting his problem areas, instead of using time on skills he has already mastered.

Working at his own level of ability, each student experiences a sense of accomplishment as he completes one selection and moves to the next.

The slow reader competes only with himself, working at his own pace, rather than struggling to keep up with the rest. He learns, progresses, and gains confidence because the material is stimulating, yet not beyond his ability.

Most important, for the majority of any group that falls between the extremes, The Reading Laboratory is particularly well suited to heightening the interest and improving the skills of students with "average" abilities.

The Rate Builders.

Because speed, more and more, takes on importance as a reading skill, the Laboratories, at grades four through eight, provide additional three-minute exercises. Named Rate Builders, these timed selections help increase reading speed, and develop concentration.

Each of these strictly timed short selections is followed by questions that show how much the student has grasped. Rate Builders teach the student to think clearly and quickly, to be alert and to concentrate. Rate Builders help the student improve in total reading ability.

At all grades the Laboratories build comprehension and

memory power and teach vocabulary and work attack skills with brightly-illustrated, four-page reading selections called, appropriately, Power Builders.

In the primary grades, the reading selections vary in subject from delightful fantasy to natural science, from episodes in everyday life to engrossing adventure in far away lands. The result is a reading experience that captures the interest and fires the imagination of young readers. As part of each reading selection, questions measure how thoughtfully the student has read. Additional exercises lead him to work with words, taking them apart and putting them together--learning their spelling, their meaning, and when and where to use them.

For the upper grades, the reading selections become more complex, giving the student fascinating glimpses of philosophy, science, biography, fiction, and social studies. Here, comprehension checks build skills in noting key details, gauging the author's tones and purpose, and making objective judgments.

Listening--A Companion Skill.

To develop an ability to learn-by-listening, the Laboratories feature thought-provoking selections read aloud from the Teacher's Handbook. To gauge how carefully he has listened, each student completes the session with a brief comprehension quiz in his record book. With this step, he measures his ability to sift, retain, and understand what he hears. Special emphasis is given to such critical points as listening for the main idea, awareness of time sequence, attention to detail, and stretching the span of attention.

Word-study exercises develop the student's vocabulary, improving his ability to spell, pronounce, and understand words. As he progresses through the color levels of the Power Builders, he meets new words, unlocks their meaning, and absorbs them into his own vocabulary. Along the way, he studies prefixes, suffixes, and roots, and explores synonyms and antonyms.

Note-Taking Skills.

Because every youngster must learn to listen carefully and to take intelligent notes, both in and beyond school, these skills receive special attention in the upper grades. Listening-notetaking sessions begin with a lecture read from the Teacher's Handbook. Students take notes on the lecture, and compare their work with the model notes in the Rate Builder Key booklets.

Listening-notetaking practice helps students recognize a central theme and glean significant points from an oral presentation. They learn to organize their own thoughts and jot them down, coherently, for future reference. These skills take on

great importance, not only as the student continues his education, but in almost any subsequent career.

For the teacher, the SRA is:

1. A real time-saver; because all records are kept in one permanent volume by the student, it means less record keeping and paper work for teachers.

2. More free time to devote to individual problems and attention.

3. A complete, concise record of the student's total reading development--this helps the teacher pinpoint individual weaknesses.

4. Helps strengthen the student-teacher relationship by teaching the student responsibility in keeping records and building respect for the teacher and the work she must do.

5. An excellent basis for parent-teacher discussion of student development.

A Student Record Book is provided for each student.

1. It helps students to learn from their mistakes--they record their daily scores and see what they have done wrong.

2. As they watch their day-to-day progress, students gain insight into their problem areas and their study habits.

3. Listing of new vocabulary words are made in the Student Record Book.

4. Students learn to interpret and construct charts and graphs.

5. Actual involvement in the grading of their own progress usually increases students' interest and helps them understand the importance of what they are studying.

A Teacher's Handbook, included with every laboratory, gives directions for every step of the multilevel learning program. It clearly explains how to begin the program, when to introduce the various steps, and how to use the components of the program. A day-by-day schedule conforming to class periods is provided.

For additional information on The SRA Reading Laboratory Series, write to:

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

THE MACMILLAN READING SPECTRUM

From the Publisher's Material and Program . . .

Contributers: Vocabulary Development - Lee C. Deighton
Reading Comprehension - Adrian B. Sanford
Kathrine V. Bishop
Marilyn W. Crosby
Janet B. Gillespie
James E. Mathiott
Word Analysis - Joel Weinberg
Spectrum of Books - Chosen by Shelton L. Root, Jr.

Publisher: The Macmillan Company

The Spectrum of Skills

This kit is designed for an individualized reading program in the intermediate grades, for supplementary use with basal readers in the intermediate grades and for use in Grade 7 and above with individuals and small groups of students who have not yet mastered the basic reading skills.

The Spectrum of Skills is a nongraded, multilevel program for building the vital reading skills. It consists of 6 skills booklets in Word Analysis, 6 skills booklets in Vocabulary Development, and 6 skills booklets in Reading Comprehension.

The sequential nature of the 6 booklets in each area assures step-by-step progress toward skills mastery. (For convenience, the booklets are color-coded in rainbow order from easy to difficult--from red to violet.)

The lessons in the skills booklets are self-directing and self-correcting. All directions and explanations are written to the child. He responds in writing to the lesson, then compares his work with the correct responses, which are provided in the margin of each page.

The pupil studies on his own at his own pace. Of course, you, the teacher, are there to provide guidance whenever he needs it. A pupil may work at one level in Word Analysis, but at

different levels in Vocabulary Development and Reading Comprehension. Hence, instruction is fitted more precisely to the level of a pupil's development in each area.

In addition, the skills are developed in a spiral progression. After a concept is introduced, it is presented in greater depth at succeeding levels. In the first booklet the student may meet a concept as a simple statement describing an obvious observation. He goes on to learn implications of this concept in the next booklets. He gradually comes to understand the many things that the concept explains. Some skills growing out of the concept are not introduced until later books. Once introduced, however, a skill continues to be taught in at least one succeeding booklet.

The Spectrum of Books

The Spectrum of Books consists of two sets of high-quality children's books--thirty books in each set--reprinted directly from the original hardcover editions and bound in practical, classroom-tested plastic covers.

These books have been carefully selected and graded for classroom use. The books in Set A range from the second grade reading level through the sixth grade reading level, with the largest number of books at the fourth grade level. Most of the books in Set B are written for average fifth-and sixth-grade children, but, again, this set provides plenty of books for children who are not average. The books in Set B range from the third grade reading level through the eighth grade reading level.

Reading Level:

Set A	Grade 2	4 books
	Grade 3	7 books
	Grade 4	9 books
	Grade 5	6 books
	Grade 6	4 books
Set B	Grade 3	3 books
	Grade 4	4 books
	Grade 5	9 books
	Grade 6	8 books
	Grade 7	4 books
	Grade 8	2 books

The detailed guide materials that accompany the Macmillan Reading Spectrum were prepared for teachers who are taking an individualized approach to reading for the first time.

The Teacher's Guide for The Spectrum of Skills included Placement Tests and a Trial Lesson to help you start the program, booklet-by-booklet explanations of the skills and concepts

covered, and supplementary tests.

The Teacher's Guides for The Spectrum of Books, Sets A and B, emphasize the value of the teacher-pupil conference. For every book they give you a synopsis, a cast of characters, excerpts for "flavor," and comprehension and interpretation questions.

Pupil Record Books are available to help you keep track of the child's place in The Spectrum of Skills and The Spectrum of Books. In his Record Book, the child himself makes a permanent record of (1) his responses to the skills lessons and (2) the names of the books he has read.

For additional information on The Macmillan Reading Spectrum, write to:

The Macmillan Company
866 Third Avenue
New York, New York 10022

GINN WORD ENRICHMENT PROGRAM

From the Publisher's Material and Program ▪ ▪ ▪

Authors: W. Clymer and Thomas C. Barrett

Publisher: Ginn and Company

This new word-study program is designed to help primary-grade pupils of varying learning abilities acquire power in word recognition and word attack so that they may approach reading with confidence.

Pupils develop the necessary skills in word analysis through a series of logically structured learning experiences. While the main emphasis is on phonetic-analysis skills, the program is broader in scope than an isolated phonics or decoding program in that it also develops structural-analysis skills, builds speaking and reading vocabularies, and extends word meaning.

The materials in the Ginn Word Enrichment Program consist of seven illustrated, paperbound write-in texts, accompanying teachers' editions, and recordings which provide the instruction for many lessons enabling the pupils to proceed "on their own", without teacher's guidance. The Ginn Word Enrichment Program is consistent with the findings of recent studies in the teaching of reading, the psychology of learning, and linguistics. It introduces word-study skills at a somewhat faster pace than most

traditional programs. It is characterized by massed practice on new skills, maintenance, application, and review of learned or partially learned skills, and diagnosis at crucial points. Carefully planned sequences provide for initial learning reinforcement and review.

Although intended for the primary grades, beginning in kindergarten or grade one, it will also be very useful for middle-grade pupils in need of remedial work in reading. For this reason, the texts have been designated by "levels" instead of grades. Progress through each level can easily be paced to the learning rate of individual pupils and groups within each classroom.

While the program is essentially teacher-directed, it also provides opportunities for self-evaluation and individual study. Pupil's Progress Charts, found at the end of each textbook, help children to check their own progress at each level. The recordings of selected lessons from levels 1, 2, 3 permit pupils to work independently, and help strengthen listening skills.

Self-contained and independent, the program can be used with any basal reading series. It is also a valuable teaching tool when used in conjunction with an individualized reading program.

Each Teachers' Edition includes specific lesson plans, a facsimile of each page of the pupils' book, with directions for teaching the page, answers, and additional activities.

The content of each of the seven workbooks is as follows:

Level One: Look and listen is designed to help pupils acquire vital pre-reading skills of visual discrimination, auditory discrimination, and visual motor coordination.

The lessons in this first level are arranged into ten units. In general, each lesson contains three pages. The first page of the lessons which introduce new skills or the first page of a reinforcement or review sequence must always be fully teacher-directed unless the accompanying recording is used. The instruction on letter formation and the uses of handwriting to reinforce and strengthen other learnings are among the unique features of this text.

Tint blocks (superimposed on page numbers) on each page of the test are keyed to the structure of the program. A red tint block indicates the introduction of a new skill; a blue tint block indicates a reinforcement lesson; a yellow tint block indicates a review page; and a grey tint block indicates a test

page. The footline at the bottom of each page (which highlights the particular skill emphasis of that page) is provided for the benefit of teachers and parents so that both will know at a glance the purpose of the lesson.

Self-evaluation is an important feature of this program. The teacher should help the pupils correct their work and guide them in appraising it. She may also help them check the progress chart included in the text. Teacher evaluation of pupil progress is also essential. By observing the pupil at work, examining his success or failure in completing a page or a lesson, and using the results of the diagnostic-mastery tests, she can adjust the use of the text to the ability of individual pupils.

Program format is similar in each of the six succeeding levels. The other levels of the word enrichment program consist of:

Level Two: Consonant Sounds and Symbols

Level Three: Vowels and Variants

Level Four: More Vowels and Variants

Level Five: Sounds and Symbols

Level Six: More Sounds and Syllables

Level Seven: Working with Words

For additional information on the Ginn Word Enrichment Program, write to:

Ginn and Company
Back Bay P. O. 191
Boston, Massachuetts, 02117

GINN WORD STUDY FOR INTERMEDIATE GRADES

From the Publisher's Material and Program ▪ ▪ ▪

Author: Developed and designed by Educational Development Corporation, Palo Alto, California in cooperation with the editorial staff of Ginn and Company.

Publisher: Ginn and Company

This material consists of two programmed self-instructional texts: Part One, The Letters and Sounds in Words,

includes sounds and their written symbols, consonant sounds and vowel sounds. Part Two, Words and Their Parts, provides extended teaching and practice with syllables, root words, prefixes and suffixes. These two programs apply the tested techniques of self-instruction, self-correction, self-pacing, and immediate reinforcement to the teaching and review of word-study skills.

The programs are designed primarily for pupils who need special help in grade 4 and beyond. Skills are reinforced with additional instruction in phonetic and structural analysis. Reading vocabularies are increased and enriched. Provision is made for each pupil to proceed independently at his own pace. There is increased motivation because pupils have immediate confirmation of correct responses.

Both programs follow a linear style (in workbook format) with panels to accompany the frames. A plastic program binder with a sliding mask provides progressive disclosure of correct responses for each frame. In classes which do not have binders pupils may construct a 4" x 10" marker for use in checking responses.

For additional information on the Ginn Word Study Program for Intermediate Grades, write to:

Ginn and Company
Back Bay P. O. 191
Boston, Massachusetts 02117

To Talk Over With Your Colleagues ■ ■ ■

1. Which of the programmed instructional materials do you think would be "ideal" for your classroom? Tell why you think so.

2. Is programmed instruction a better use of instructional time in that it teaches more in a shorter period than other methods?

3. Can either programmed materials or multilevel approaches serve as the basic source of information for a subject?

4. What types of supplementary materials need be included in a reading program that is primarily based on programmed materials? How do you bring balance to your classroom program?

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PERIODICALS

Audiovisual Instruction

AV Communication Review

Data and Control

Educational Screen and Audiovisual Guide

Educational Technology

* Also found under Recommended Reading

Journal of Programmed Instruction

NSPI Journal (National Society for Programmed Instruction

Programmed Learning

Visual Communications Instructor

TO THOSE WHO ASSISTED

Publishing companies; their representatives and consultants:

Dr. Vernon Larsen, Science Research Associates

The Macmillan Company

Scott, Foresman and Company

Ginn and Company

Houghton Mifflin Company

McGraw-Hill Book Company

" to you who
teach children who are

language and reading readiness

about to read,
consider first

the task of explaining
to a blind person a
sunset — something which
has never been part of
his experience. "

II

Chapter II

LANGUAGE AND READING READINESS

Recommended Reading ▪ ▪ ▪

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A Point of View ▪ ▪ ▪

Since the National First Grade Study was launched in 1964, the emphasis in reading research has centered on beginning reading instruction programs. Even today, more research is being conducted in this area than any other aspect of reading. Current emphasis is on preventing reading failure--rather than the correction of reading difficulty.

Much effort today is devoted to improving programs for prereading skills as part of a beginning reading program. Prereading skills involve reading readiness for most children and for many the improvement of language skills--speaking and listening in particular.

Many children come to school with inadequate language background. Although they are able to communicate adequately in their own home and play activities, today's curriculum requires speaking, listening and understanding abilities far greater than the schools of thirty years ago. He needs to know how to communicate with Standard English. He needs to develop concepts and skills that twenty years ago were unknown even to teachers. New science, new math, newer social studies concepts, changing ways of living--both socially and economically, new emphasis on linguistic approaches to the teaching of English--all of these being new demands to both student and teacher. How well the child survives depends on both his background and readiness as well as his teachers.

The Need for Language Readiness

There is a constellation of skills needed by a child in order to find success in reading. The first skills to be developed are more closely allied to language than to reading--but the child will not read until these are first developed.

Some Necessary Components for Language Readiness. There are many fine and detailed lists of skills abilities available, such as Carillo (5) and Monroe (24). Perhaps the development of the following skills are most crucial:

1. Understands spoken Standard English.
2. Is able to follow directions.
3. Can pay attention.
4. Is able to speak English well enough to be understood.
5. Has had an adequate background of experiences.
6. Can function in group activities.
7. Has experienced and is interested in rhymes and literature.
8. Has developed some independent work habits.
9. Is interested in words, sentence patterns and reading.

We can neither assume that if he lacks these skills the teacher has no commitment to teach him, nor that a child learns these skills automatically by his presence in a classroom. They must be taught. The major problem that most teachers face is that her thirty children possess some or many of these skills--but none lack a common skill. While some children need teaching to develop one skill, the other children need a totally different program. Compounding the problem is the fact that some children can pay attention for only one minute, whereas, others can listen attentively for periods of five minutes or longer. The very nature of individual differences is more evident at this level than perhaps at any succeeding grade level. These differences cannot be avoided as they are present. Whole class instruction is impossible, and futile if we are to teach to individual needs rather than merely talk about them.

Today, teachers are much better equipped to handle these problems. New materials, techniques, additional federal and state monies are available. These new developments were both extremely necessary and well received by teachers who work with children of different cultures or in poverty areas and ghetto schools.

Wise use of these newer materials and programs has contributed significantly to the positive impact of nursery schools, Head-Start, special kindergarten and junior primary programs. Perhaps more significant in providing children with the necessary background skills for success in reading through

language development has been the attitude of devoted and dedicated teachers. They want no child to fail--especially at this level. They have accepted each child for what he is, taught him what he needed and took him as far as they could. They believed that no child should fail in reading.

The Next Stage--Reading Readiness

First things first. When the child has acquired the necessary language readiness skills (either separate or in combination with some reading readiness skills) he is ready for more advanced teaching--reading readiness. Just what is reading readiness? Principally it is different things to different people. Basically, it is a combination of skills needs which prepare a child for more formalized reading instruction. And these skills are many. For purposes of definition, this manual will consider readiness as the development of those skills and abilities which are necessary to most closely approximate and parallel the act of reading.

Some Necessary Components for Reading Readiness

It is difficult to separate the development of reading readiness skills from the pre-primer to later developed skills. Some skills such as auditory discrimination begin in the readiness stages, but are sequenced throughout the first and second grade reading program. Most readiness skills are started in readiness, but run on a long continuum--such as visual discrimination. Certain abilities and the sequence of teaching these abilities are a long and involved process. However, newer and more refined programs of reading readiness consider the following abilities as part of the readiness program:

1. Ability to match capital letters with capital letters.
2. Ability to match lower case letters with lower case letters.
3. Ability to match capital with lower case letters.
4. Knowledge of capital letters (not in alphabetic, but in random sequence).
5. Knowledge of lower case letters (not in alphabetic, but in random sequence).
6. Sound/symbol relationship. Knows that a certain letter usually stands for a certain sound.
7. Ability to hear likenesses and differences in words, i.e., rhyming ability--can tell that cake and take rhyme, that in the sequence cake girl take, girl does not rhyme with cake and take.
8. High-level visual discrimination--can find words that are alike from words that are not alike:

   e.g. and / and sand and and apple and

9. High-level Auditory discrimination--can hear separate sounds in words:

   e.g., "How are these words alike:
   mother, motor, make, maybe, mattress, money

10. Interest in words.
11. Desire to read.

In analyzing newer programs of reading readiness, the attempt to develop the aforementioned skills and abilities are obvious by detailed and (in some instances) isolated teaching of these abilities. Older programs have published supplementary materials which are clearly aimed at the development of letter-sound abilities, designed primarily to upgrade their reading program to keep in line with newer research on the importance of letter-sound knowledge as a necessary element to success in learning to read.

When Reading Readiness?

Should children be introduced to readiness in kindergarten or should it be delayed until first grade? Or for some, even later? This is purely an academic question and warrants little attention. We need more to be guided by fact, research, teaching situation, pupil ability as well as teacher ability, rather than teacher bias, twenty-year old district policy, or "what we did in the old days." There can be little argument:

1. Some children may be ready to read in kindergarten and should receive this instruction.

2. Most are not, they must be carefully channeled through appropriate language and reading readiness programs.

3. Reading should in no way dominate tne excellent kindergarten programs as we know them--thanks in large measure to the efforts of Dr. Helen Heffernan and her colleagues. But our kindergarten programs will grow and change--according to need--according to district or area. We will be careful and cautious in this development--but we will move and change with the times--we will not stand still.

4. Perhaps the biggest problem we face is how to individualize instruction according to pupil need. Thirty children--many different needs. Whether we teach reading in kindergarten or first grade is totally unimportant. When the child is ready should be paramount in our thinking--in relation to total child development. If the teacher is ready and can

adequately handle the situation, this may prove the magic ingredient.

Misconceptions about reading readiness and reading.

We must change our thinking in light of new research. There is overwhelming research to refute many biases and positions we may have or still hold regarding reading instruction. These commonly held notions must be reviewed with an open mind.

1. No chronological age assures success in reading. There are many other factors much more important (12) (31).

2. No mental age will guarantee success or failure in reading (12) (31).

3. There is no basis for assuming that a child needs a particular phonics background before reading instruction can begin (12) (31).

4. The acquisition of a certain number of sight words before formal phonics instruction begins is unnecessary and refuted by current research (12) (31).

GETTING READY TO READ
(Revised Edition)

From the Publisher's Material and Program . . .

Authors: Paul McKee, Lucile Harrison, Annie McCowen, Elizabeth Lehr and William K. Durr.

Publisher: Houghton Mifflin Company

Purpose: To prepare children to become independent readers sooner.

Based on extensive research and successful classroom use, this widely used program teaches specific pre-reading skills which lead to the early development of real reading power.

The following is the sequence of steps which prepares a beginning reader for independent reading in his first pre-primer.

First Step. The child is taught to use spoken context.
Why: If he can use a familiar spoken sentence to supply a missing word in that sentence, then he is on the

road to mastering one of the two most basic word-attack skills--the use of familiar printed context to help supply the meaning of a word that is not in his reading vocabulary.

Second Step. The child is taught to listen for beginning sounds in words.
Why: This later aids the child in unlocking a word that is not in his reading vocabulary.

Third Step. The child learns to associate the letter sound with its letter form. This too aids the child in unlocking a word that is not in his reading vocabulary. Additional exercises cement Jack's understanding of the association between letter forms (capital and small) and the sounds they stand for in words.

Fourth Step. The child learns to use spoken context with letter-sound association to supply a missing word.

Materials. One 96-page pupil's book
Teacher's edition
Manipulation materials
Big Books.

For additional information on Getting Ready to Read, write to:

Houghton Mifflin Company
53 West 43rd Street
New York, New York 10036

EXPERIENCE CENTERED LANGUAGE DEVELOPMENT PROGRAM

From the Publisher's Material and Program s s s

Author: Ruth Montgomery Jackson

Publisher: Franklin Publications, Inc.

The Experience-Centered Language Program presents a unique multi-sensory approach to beginning reading, consisting of seventeen instructional units which involve all language learning modalities: auditory, visual, kinesthetic, tactile, olfactory and taste. Learning processes are speeded by the colorful two and three dimension instructional materials housed in the easy to handle portable console.

Each program unit is designed to increase

social competency and to initiate, develop and improve skills in vocabulary, language and speech for pupils in pre-school, kindergarten, first grade and special education classes. The materials have been used effectively with regular classroom groups as well as with children with neurological or acoustical handicaps, those who are culturally deprived, and those learning English as a second language.

Units include experiences centering around the home and family, color identification, understanding and use of quantities (one through ten), dimensions, shapes and comparative sizes, feelings and emotions, dreams and wishes, and patterning for acceptable social behavior. Emphasis is placed upon receptive and expressive vocabulary development, left to right manipulation and coordination, identification and matching activities, and other important aspects of beginning reading.

The Teachers Resource Guide suggests that the goal of these units in language learning is to increase skills in every area of receptive and expressive language. Auditory decoding comes first because learning to listen is a basic skill necessary for success. Each of the 17 units in this program includes an introduction, a vocabulary sheet, with key words, lists of supplementary and review words, a story content lesson, and one or more evaluative activity sheets. Each introduction contains general observations and suggested activities to conduct after the first or second language session, plus information related to teaching special groups of children. Teachers are encouraged to use one of three basic plans of instruction for each unit: (1) follow the exact pattern of the unit, presenting the content as written, (2) follow the unit as written through the introduction or in selected portions of the unit, but use her own presentation of the content lesson with her own style and procedure adjusted to her own particular group, or (3) present the language session on her own, but prepare adequately to guarantee the purposes and goals inherent in each unit.

Story content, written for teacher-to-child presentation, serves as an actual pattern for the teacher.

Method of Presentation

Unit One, "Tim and His Zipper Bag," introduces Tim, the little boy from the circus environment. He is essential for continuity throughout the units as the central theme. The unit provides initial involvement of the group in language response, individual participation, and successful, satisfying experiences on an individual level. An excellent first session, as suggested in the teachers resource book, would be used merely to introduce Tim, the circus, his father the clown, his mother who rides the write horse, and to tell why Tim is coming to class. Unit One must be continued through as many language sessions for grouping

boys and girls, so that each will have a turn at participation. This individual contact with each child gives a teacher valuable assessment opportunities.

Materials of the Program

The materials of this program are organized in five sections. Section I introduces the program through Unit One, "Tim and His Zipper Bag." Units Two and Ten of this section present colors, numerals and number concepts. Materials: one three-dimensional Tim, one zipper bag, an 8" x 17" two-dimensional Tim for the flannel-board, ten die cut numbers (one through ten), fifty-five die cut figures, and three sets of activity sheets.

The die cut figures and numbers are on folding panels made of fine materials to create charming, colorful designs appropriate to the language content purposes. Each item is designed to be removed from its position on the panel like a puzzle piece. The children lift out the pieces and replace them, thereby gaining experiences in motor activities. Matching objects and numerals to corresponding shapes and sizes becomes a "game" but since each object and symbol must be returned to its correct position, it requires visual judgment of relative size and shape. With care and attention, the materials stimulate and motivate language for all children. The three-dimensional Tim is presented first to the children because they can hold him, shake hands with him, and feel his pliable, moveable figure. This is very important to "How Things Move About," the theme of Units Fourteen and Fifteen. Children see him initially with thickness and contour and a shape familiar to them. This helps them transfer concepts of size and depth over to the flat, two-dimensional object. The tactile experience of feeling the three-dimensional figure is very important.

For additional information on An Experience-Centered Language Program, write to:

Franklin Publications, Inc.
P. O. Box 1339, West Arcadia Station
Arcadia, California 91006

GINN LANGUAGE KIT A

From the Publisher's Material and Program . . .

Authors: David H. Russell, Theodore Clymer, and Bernice M. Christeson

Publisher: Ginn and Company

The Ginn Language Kit A is designed to help children develop the language, thinking, and perception skills necessary to success in learning to read. The major purposes of Kit A are:

1. To increase facility in oral language; to encourage spontaneous, enthusiastic participation in conversation and discussion.

2. To build vocabulary and develop concepts.

3. To develop the ability to listen to and enjoy stories and poems; to listen to and follow directions.

4. To develop critical and creative thinking skills such as seeing the main idea, drawing inferences, classifying and generalizing, and recognizing and interpreting emotions.

5. To extend appreciation of poems, nursery rhymes, and stories.

6. To refine visual discrimination of objects.

7. To strengthen auditory perception of sounds in the environment.

8. To develop auditory perception of rhyming words.

The materials of the program consist of sixteen 18" x 24" illustrations which depict fanciful stories and poems and realistic experiences, sixty 12" x 18" illustrations, including nursery rhymes, poems, stories, and community helpers, and one hundred twelve 5" x 6" illustrations of single objects related to the large illustrations. (All illustrations are in full color.)

Packaged in the Kit is a comprehensive teachers' manual suggesting how to present the four lessons in each of the sixteen units.

Each of the lessons in the unit presents two rhymes. Lesson A is divided into Part I and Part 2, each devoted to one rhyme. With many groups, where interest is high and attention

easily sustained, two rhymes may be taught in each of the three remaining lessons. However, to accommodate the abilities of less mature children, these lessons also may be divided into two parts.

The four lessons in Unit 4, although flexible and adaptable, nevertheless follow a general pattern which facilitates teaching and learning. At the beginning of the lesson, the children study the full-color picture which illustrates the nursery rhyme and then create their own stories about it. Next, they listen to the rhyme (reprinted in the manual for the teacher's convenience) and compare it with their stories. Finally, they engage in various activities to develop auditory perception of rhyming words.

For example, Part 1 of Lesson A, which teaches "Hey Diddle Diddle," suggests first that the teacher repeat several familiar nursery rhymes. The children discuss the rhymes and the term "nursery rhyme," then study briefly the illustration of "Hey Diddle Diddle." Following this preparation, the children create oral text for the picture, guided as necessary by questions about picture details. They then listen as the teacher repeats the nursery rhyme "Hey Diddle Diddle" and they compare it with their stories about the picture. At the conclusion of the lesson, the children listen to the nursery rhyme again for the purpose of identifying the rhyming words. Lesson D, which suggests activities similar to the ones just described, uses also ten 5" x 6" illustrations to provide practice in hearing rhyming words.

The "Enrichment Activities" sections in Unit 4 provide several nursery rhymes and poems which extend the activities of the lessons. In addition, they suggest a variety of interesting, related activities and list names of films, filmstrips, songs, and books which correlate with the lessons.

The unit titles indicate the great variety of interests represented in Kit A: Two Stories to Enjoy, The School Patrol, The Service Station, Learning Nursery Rhymes, The Construction Project, The Toy Shop, Three Stories to Tell, The Zoo, Poems for Listening, The Three Markets, Two Stories to Enjoy, The Carnival, People Who Help Us, A Story and a Poem, The Woodland Scene, The Classroom Pet Show.

An example of the activities involved in a teaching unit, which consists of four lessons, is given in the unit Learning Nursery Rhymes: The major purpose of Unit 4 is to introduce young children to nursery rhymes, an important and delightful part of their literary heritage, and to extend their appreciation of them. Eight favorite rhymes are presented: Hey Diddle Diddle, Humpty Dumpty, Sing a Song of Sixpence, Old King Cole, Mary Had a Little Lamb, Old Mother Hubbard, Jack and Jill, and Little Miss

Muffet. As the children listen to and interpret the rhymes, and discuss the gay, colorful pictures which illustrate them, they develop the following skills:

1. Ability to appreciate and interpret nursery rhymes.
2. Ability to create oral text for a picture story.
3. Ability to recognize and supply rhyming words.
4. Ability to see and interpret details.
5. Ability to express ideas in sentences.
6. Ability to recall events in sequence.
7. Ability to make inferences.
8. Ability to move eyes from left to right.

For additional information on the Ginn Language Kit A, write to:

Ginn and Company
Back Bay P.O. 191
Boston, Massachusetts 02117

PEABODY LANGUAGE DEVELOPMENT KITS

From the Publisher's Material and Program . . .

Authored and Edited by: Lloyd M. Dunn and James O. Smith

Publisher: American Guidance Service, Inc.

Background to the Kits

There is much current research and concern about language and its key roles in human endeavor. These key roles are:

1. a means of communication and social interaction,
2. an instrument for the higher thought processes,
3. a method for regulating behavior through directions from others.

It has become increasingly clear to American behavioral

scientists that improved procedures were needed for stimulating oral language development, not only for the culturally deprived and those for whom English is a second language, but also for the regular readiness and language arts programs. The authors early recognized these needs, and in 1960, James O. Smith, while at Peabody College, developed 33 daily lessons for stimulating language facility. These were later revised by Carolyn M. Smith, making them appropriate for independent use by classroom teachers at any time during the year. Experimental Level #1 of the kits was devised during 1964 and extensively field tested during the 1964-65 school year. Feed-back in the form of daily evaluation sheets from 30 first grade teachers and 30 teachers of the retarded resulted in editing and refining of the 180 lessons in Level #1, released in September, 1965. From this background and with the knowledge that a continuation of the program was necessary to assure permanent gains, the co-authors devised experimental Level #2 during 1965, and again extensively field tested it during the 1965-66 school year. Once again feed-back in the form of daily evaluations of lessons resulted in the final 180 lessons for Level #2.

Further research has yielded much information regarding the PLDK program and its effectiveness. As an example, it was found that when as much as 30 minutes is taken out of the regular school day for language stimulation, the result is greater overall achievement.

Evidence also indicates that as many as 30 children can be taught effectively as a group at one time, and that regular teachers, team teachers, itinerate teachers, and community volunteers can all be successful in presenting the program.

The Peabody Language Development Kits emphasize reception, expression, and conceptualization. The kits stress an overall oral language program, rather than specific training in selected psycholinguistic processes. (See Model) Reception is provided through the three key sense modalities of sight, hearing, and touch (see, hear, and feel), and expression is provided through the vocal and motor channels (say and do). Exercises are concentrated on the development of cognitive processes involving divergent, convergent, and associative thinking.

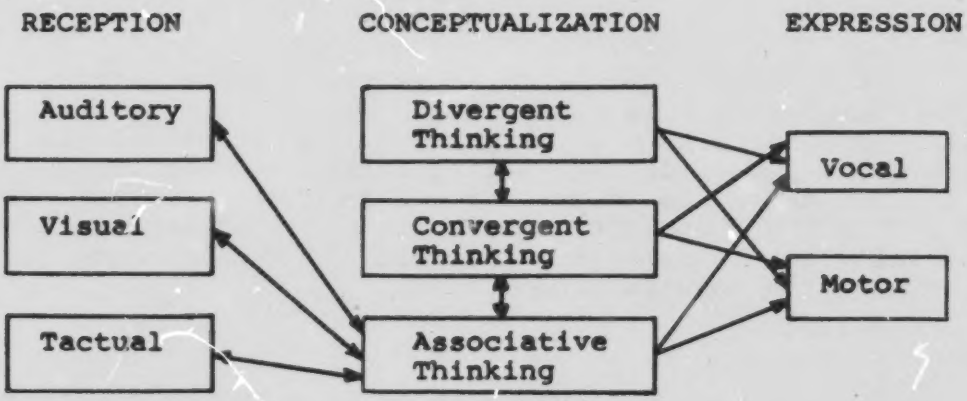
PLDK Level #1 - Materials

For Mental Ages 4½ to 6½
Lessons and Materials Contained in a Metal Carrying Case
12" x 8" x 9½"
Manual of 180 Daily Lessons
430 Stimulus Cards
10 large "story" and "I Wonder" posters
Tape of 6 favorite fairy tales
350 Plastic color chips
Two soft hand Puppets

PLDK Level #2 - Materials

For Mental Ages 6-8
Lessons and Materials Contained in a Metal Carrying Case
12" x 8" x 11½"
Manual of 180 Daily Lessons
424 Stimulus Cards
12 large "I Wonder" Posters
Tape of 8 folk tales
560 Plastic color chips
Two soft hand puppets
Teletalk intercom set

MODEL OF PROCESSES TRAINED BY THE
PEABODY LANGUAGE DEVELOPMENT LESSONS



Manual

The entire program of oral language and intellectual stimulation is carefully sequenced (programmed) and written into the series of lessons. Each daily lesson lists the materials needed for the lesson, and gives explicit directions for presenting the various activities.

All lessons have been field-tested and evaluated for ease in presentation and effectiveness in developing the required skill or skills. The manuals also contain general guides to the presenting of lessons and use of materials, as well as research and development data. They are sturdily bound in rich leatherette.

7" x 9" cards

These full-color cards provide visual stimulation for many activities. They are especially effective in vocabulary

building and in stimulating associative thinking. All cards are carefully contrived to produce desired stimulation in children of these ages. In some activities the teachers will present the cards, but in many more instances, the children interact with each other, using the cards to cue reactions. The cards are lithographed on triple laminated card stock, and plastic coated for long life.

Large Posters

The large "Story" and "I Wonder" posters are all lithographed in full color on plastic paper. They provide children with the visual stimulus for imagination, and encourage continuity in storytelling. Most scenes are stimulating enough to obtain active response from otherwise non-responsive children, and contain at least several minor focal points in addition to the main action.

Tape

Five inch magnetic tapes (fitting any standard tape recorder) contain stories and folk tales all told by a male speech model. The tapes help to vary the method of stimulation of language, and provide interesting background for verbal interaction. The tapes also contain songs and music for introducing and concluding "Language Time." The songs of introduction especially act to stimulate interest and set the mood for this interlude from regular school work.

Chips

An interesting and versatile part of the PLDK are these groups of different colored plastic chips. They are used to teach the colors, grouping of colors, shades of colors, and also color sequencing. The chips are interlocking to allow chaining and development of motor skills. They are used to train memory skills, also. One of their most unique uses is as a reward to reinforce learning. "Chains" of color chips may be accumulated and thus degrees of success measured. They provide, in the hands of children, visual and tactual stimuli.

Puppets

Used by teacher and children alike, these lovable characters cause spontaneous reactions from most children. Withdrawn and distractable children find it easier to express themselves through them. They are recommended to introduce and conclude "Language Time" in conjunction with the tape. Along with the songs, they become a symbol and cue to this period of the day. They are sewn of soft and durable, washable plush.

Teletalk

The teletalk is an innovation in Level #2. It provides the means for children to communicate solely by language, since one set may be removed from the sight of the group. The units may be used to simulate a set of telephones, a two-way radio, or other communications systems. Proper telephone techniques may be taught through use of the units. The units have the advantage that they may be monitored by the instructor and children during use.

For additional information on the Peabody Language Development Kit, write to:

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

BEHAVIORAL RESEARCH LABORATORIES READINESS IN LANGUAGE ARTS

From the Publisher's Material and Program . . .

Author: Cynthia D. Buchanan

Publisher: Behavioral Research Laboratories

The Behaviorial Research Laboratories Readiness in Language Arts Program is a language and readiness program for beginning readers. It is designed to offer the student the basic skills and concepts which he needs to understand for his later work in language arts courses, with specific emphasis on reading, writing, and spelling.

The basic readiness program consists of six large demonstration books, a wooden easel, six teacher's manuals which detail the teachers program and two alphabet charts. The big books fit on the wooden easel. The teacher's manual to accompany each demonstration book contains questions to ask children on each page of the Big Book. The desired student responses appear to the right of the teacher's key.

The teacher's manual suggests that the program can commence as soon as the teacher is familiar with the children. Further instructions direct the teacher to proceed at a pace which she finds comfortable even stopping in the middle of a lesson if necessary, to review material whenever the need arises.

This program is designed so that the child will learn to interact with his teacher and with other children. He is also required to become adept in following instructions, asking appropriate questions, making predictions and drawing accurate conclusions. He must also learn that he must discover that learning involves thinking things out for himself.

The readiness course is entirely teacher-administered. Before starting the program, the teacher stands the demonstration book in front of the class. Following the key in her manual, she then presents each lesson. The students respond orally to her questions about each page of the book. The materials in the readiness course are continuous and overlapping. (Book 1 is immediately followed by Book 2, Book 2 by Book 3, etc.) The six books present a complete basic readiness program in language arts.

The following is a brief summary of the basic information contained in each readiness book:

Book 1: Basic Skills and Concepts

The children learn to tell left from right, to name twelve colors, to identify geometric shapes and a number of animals, and to interpret actions in a simple story sequence. The concept "letter" is introduced, and the children learn to recognize and name the letters a, b, c, and d.

Book 2: The Small Letters

This book tells the long story of a lion's trip through Alphabet Land. In the course of the story, the children learn to recognize all the small letters of the alphabet. They also learn the alphabet sequentially from the alphabet chart. The concept of the printed word is introduced. The students learn to name the letters in words in the order of left to right.

Book 3: The Capital Letters

A story is again used to review the small letters and to introduce the capital letters. The adventures of a lion and tiger teach the children to recognize and name each capital letter. The students learn the function of capital letters as they identify the letters in some common proper names.

Book 4: Letters and Sounds

Sound-symbol relationships are introduced in this book. Departing from the names of pictured objects, the students learn one sound for each of nine letters. They find that they can read by saying the sounds of these letters, and that they can spell by saying the letters' names. A vocabulary of 20 three-letter words is introduced.

Book 5: Initial Reading and Spelling

The students learn the sounds of four more letters.

They use these letters to expand their reading and spelling vocabulary to 66 words.

Book 6: Developing Reading and Spelling Skills

The sounds of four more letters are taught. The students learn to read and spell a basic vocabulary of 115 words. Pupils are intended to be prepared for meaningful, enjoyable reading.

For additional information on Readiness in Language Arts, write to:

Behavioral Research Laboratories
The Ladera Professional Center
P. O. Box 577
Palo Alto, California 94302

To Talk Over With Your Colleagues ▪ ▪ ▪

1. In a particular school there are two kindergarten teachers. One begins formal readiness in January, the other absolutely refuses to have any formal reading readiness program. What are some of the implications of this situation? How can it be resolved?

2. As a kindergarten teacher you have introduced reading readiness to a group of children who appear eager and ready. A parent of a child not included in this readiness group complains rather strongly that her child is not receiving this instruction. How can you explain this situation to the parent? What kinds of observations, opinions and evidence would you present to the parent to help her understand?

3. A child has just entered first grade. His parents refused to allow him to attend kindergarten. In terms of teaching this child to read, in what experiences and abilities do you as a teacher suspect he may be deficient?

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TO THOSE WHO ASSISTED

We thank you for your cooperation and participation which made this program possible.

The following members of Castro Valley Unified School District, Castro Valley, California:

Dr. Marvin E. Smith, Superintendent

Richard Murray, Principal, Independent School

Ann Sweeny, First Grade Teacher, Independent School

Serafina Kreau, Teacher, UCLA Demonstration School

Blanche V. Olson, Director, Elementary Services, Houghton Mifflin Company

"my best friend

supplementary and enrichment readings

is the man who'll sit me
a book I ain't read."

abraham lincoln

12

Chapter 12

SUPPLEMENTARY AND ENRICHMENT READING

Recommended Reading

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A Point of View

"I can read. I can read it by myself--the whole book!" What greater joy and feeling of accomplishment can a first grade teacher encounter? At every succeeding grade level we would all enjoy seeing and feeling the delights of having inspired a child to read. Teaching the mechanics of reading is wasted motion unless coupled with the more important challenge of triggering the life-long enjoyment of reading books.

Pablo Casals, the world's greatest 'cellist once said, "Don't play notes please.... Anyone can play notes...." The same holds true in teaching reading. Skills, yes, but reading--really reading--the act of acquiring insight, enjoyment, understanding, knowledge, appreciation and taste is an entirely different matter. When does the teacher teach these? She teaches these all day long, in every subject. How does she teach these broader purposes?

The use of supplementary and enrichment materials for teaching reading is not limited to one curriculum area. Nor are they limited to books alone. Records, films, slides, trade books, and reference books all lend themselves to making learning important, significant and rewarding for children.

There are some important considerations teachers must keep in mind in developing a balanced reading program. The following guidelines may aid the teacher:

I. Guidelines for a Balanced Reading Program

1. The use of supplementary and enrichment materials reflects the teacher's personality and love of literature. Equally important: if the teacher displays curiousity in finding out and searching for answers to questions raised by children, they too will become curious and enthusiastic.

2. The enrichment of reading should be scheduled as an on-going year-round activity. Children should be exposed to good literature and supplementary reading in the content areas from the very first day of the school year. May and June should not be set aside for supplementary reading. Every week time should be allocated in the teacher's program for developing reading power.

3. The teacher should read to the children regularly. For many children there is a need to be read to as in their background little has been done to develop literary taste and appreciation. Long after children have themselves learned to read, they still enjoy being read to.

4. The primary task of the elementary school teacher of children's literature should be the development of and interest in literature. Our goal in the elementary school should be to give children a love of literature. This cannot be done by forcing the child to read a certain number of books with a certain thickness or weight, each and every grading period. This type assignment, if anything, gives the child a negative feeling towards books.

5. The teacher should develop a background in children's literature. Many children take delight in discussing a book they have read with the teacher who has also read the same book. In guiding children's reading activities, teachers with understanding and knowledge in books available to their children, have a positive and long reaching opportunity to capitalize on children's known interests and to build new interests.

6. The teacher needs to provide that all supplementary and enrichment reading should end in some resultant action. The children should do something with what they have read; at least receive a smile or some other emotional response from the teacher. Original writing activities, discussions, informal reports, conferences with the

teacher and sharing with other children, all lend themselves to heightened enjoyment of reading.

7. Children should develop an intuitive awareness of the relevance of good literature to themselves and imaginations should be extended through many experiential avenues.

II. Enrichment Activities for Reading and Literature

Children will develop imaginative power and lifetime reading habits if they are actively involved with experiences which make literature a part of themselves. Some of these activities follow.

Creative Writing

1. Write original Oriental patterns of verse based on haiku and tanka poetry.

2. Create original plays based on myths, legends, folk tales, and modern stories.

3. Develop and record a radio play using different sound effects such as coconut shells, rubber balls cut in halves for galloping hooves, and rice on a tin pan for rain.

4. Write diaries as if authors identified with some of the principal characters in a story. For instance, a child can pretend that he is Robinson Crusoe, Karana, or Charlotte.

5. Select a committee and publish a newspaper in the style of animals or persons in a story. For instance, in Cricket in Times Square (Selden) many woodland characters are introduced. The paper could be written as if animals were doing the talking.

6. Compose imaginary letters to characters in two different stories such as a letter between Dick Whittington and the Steadfast Tin Soldier; or write correspondence between two characters in the same story. For instance, Charlotte in Charlotte's Web could write more letters to Wilbur.

7. Print the script for an imaginary television program; add pictures and show them by using a roller movie.

8. Create an original tall tale in the style of Pecos Bill or Paul Bunyan using some examples of hyperbole.

9. Develop an original Greek or Scandinavian legend and later use recorded music to correlate music, legend, and writing.

10. Write many original limericks after reading limericks by Lear; create animal limericks in the style of those in Animal Limericks by E. S. Mullins. (Follett, 1966).

11. Design and write book blurbs for stories or novels--giving information about the authors, summaries of plots, and other books or stories by the same authors; or study book blurbs on various library books and create a book blurb about an imaginary novel or content book which the child would like to read.

12. Discover favorite authors and write letters to a school or community librarian asking for the possible purchase of more books by the same authors.

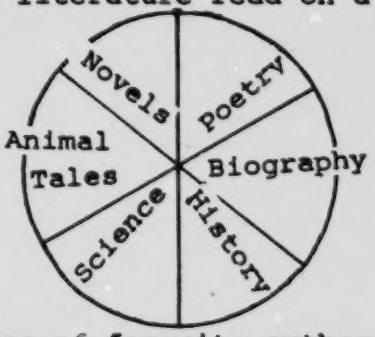
13. Write letters to favorite illustrators or authors. Select the best letter from the entire class so an author won't be inundated by too much correspondence.

14. Use pictures from discarded basal readers, novels, or work books to write original monologues or dialogues.

15. Write an unfinished story to be completed by others.

16. Read portions of a story and stop at the climax or most important peak of the tale. Write endings and compare them with the author's ending.

17. Record types of literature read on a reading wheel:



18. Write biographies of favorite authors and arrange them by date of birth. On an author's birthday have the paragraphs read to other classmates.

19. Study details about recipients of awards given to contemporary authors such as the Newbery, Caldecott or the Edgar Allen Poe Award. A good source concerning award winners is Children's Literature in The Elementary

School by Huck and Kuhn. Prepare a scrapbook giving the details, pictures, and information about the authors.

20. Study various stories and novels and organize them according to locale and such as California, Nigeria, China, Australia. Make a story map and label the map with titles of stories or books.

21. Read several different interpretations of various historical characters. For instance, there are several different versions of the Negro slave Estebanico. Compare characterizations of the character. Write an essay indicating the version which seems to present the most human person--one you might recognize through his portrayal.

22. Read at least two different biographies focusing upon one person. Make a list of hardships and successes of the biographee.

23. Write a television commercial designed to sell two books by a particular author.

24. Select one country of the world and investigate the community or school library to find good novels about the country. Select one novel and take notes on particular geographical or historical data about the country. Write a travel brochure urging visitors to visit the site of the story or novel.

25. Write further episodes for a novel. For instance, read From the Mixed Up Files of Mrs. Basil E. Frankweiler by E. L. Konigsburg (Atheneum) and write about other unusual experiences which the children might have had in the Art Museum.

26. Write a Dr. Seuss type story by working in couples. One child can write the humorous dialogue and his partner can draw the pictures.

27. Discover examples of appropriate similes and metaphors appearing in good literature. Make a picturesque speech notebook.

28. Choose partners and create dialogue for a book which has little conversation in it. For instance, Once a Mouse by Marcie Brown could be read and partners could create original conversations.

Oral Communication Experiences

1. Retell a story by using a flannelgraph.

2. Create original dialogue for a puppet. Name the puppet an interesting name and have it develop a dialogue. Vegetable or paper bag puppets can be made rapidly.

3. Before reading story from a basal reader or a literature anthology, look at the pictures. Make up an original story about the pictures. Tell it to others in a group.

4. Draw crayon pictures or paint pictures telling about the principal episodes of a story or novel. Place pictures on an easel or a display rack and reenact story events for others through the use of the illustrations.

5. Conduct a book auction. Be an auctioneer and auction off your favorite story or novel to the highest bidder.

6. Identify favorite poets. Read several poems by the poet and study his biography from Junior Authors or some other source. Imagine that the author is visiting the classroom and have the child enacting the part of an author give a formal lecture as if he were the poet.

7. Have panel discussions with a moderator on one particular genre such as animal stories or fantasy. The moderator will establish criteria for good literature of this type and panelists will attempt to prove that particular books meet these criteria.

8. Have a debate concerning choices which judges have made in selecting Newbery Award winners for a particular year. For instance, in 1968 the question might be "Resolved that The Black Pearl should have received the Newbery Award."

9. Study a Caldecott award book carefully and tell it to younger children; or memorize a fairy tale such as "The Ugly Duckling" or "The Little Match Girl" and tell it to pupils in a younger class.

10. Be prepared to discuss enactments of a story or novel which have been portrayed on an original frieze.

11. Plan a complete program around a particular literary type such as humorous poetry, folk tales, tall tales, animal tales, or some other genre. Include art, music, speech, and dance.

12. Do creative playmaking reenacting events in a story such as Family Under the Bridge by Natalie Savage Carlson.

13. Do creative playmaking or improvised dialogues through the use of narrative poems.

14. Study primitive persons of a particular area of the world and their supersitions, myths, and legends. Make some papier-mache masks characteristic of the tribal culture and reenact a real or imaginary legend.

15. Write an original Indian legend based on persons in some area such as California Indians or Indians of the Northwest. Reenact this legend through the use of rod or shadow puppets.

16. Develop a radio play. Have pupils make labels for announcer, technician, script writer, sound effects man and others. Give a radio play and record it with the use of a tape recorder.

17. Have choral verse renditions of poems which are appropriate in this form.

Art, Music, and Literature

1. Make dioramas illustrating scenes from stories or novels, or make peep shows illustrating particular scenes.

2. Mold clay figures of animals from stories such as those by Beatrix Potter. Use ceramic clay. If a kiln is available, glaze the figures and fire them.

3. Paint a story frieze using scenes and characters from stories or novels, or make murals which reenact episodes from stories, novels, or poems.

4. Create imaginative objects after listening to stories or poems. For instance, children can use paper plates and objects from a scrap box to make hats to illustrate "The Quangle Wangle Hat."

5. Construct cardboard or stocking dolls. Dress them in the style of historical book characters.

6. Develop a bulletin board in which mystery clues are provided for various stories, poems, or novels. An envelope can be attached for answers. Clues might be a miniature figure from The Borrowers(Norton); an imitation pearl for The Black Pearl(Scott O'Dell) or a picture of a bull for Shadow of a Bull(Wojciechowska).

7. Form large head and shoulder masks using balloons or

large stuffed paper bags as a base. Create animal characters to go with some of the African folk tales by Courlander such as Folk Tales from West Africa, or make characters which are in some of the Kipling Just So Stories. Create original folk takes and plays using these masks. Folkways has recorded several of the Courlander tales.

8. Use an Instamatic or Instacora camera to enliven literature. Children can dress up in the style of characters from a story. Colored slides can be taken. A Super 8 or an 8 mm. movie camera can be used to make moving pictures of scenes and actions from stories or novels.

9. Use paper sculpture figures to create bulletin boards or story centers in a way to create artistic scenes from tales or stories.

10. Create a sand table or story table in which a primary grade level picture book is featured. For instance, reenact scenes from The Little Island(Weisgard) or Time of Wonder(McCloskey).

11. Use finger paint, block printing, gadget painting, or another art media to make attractive book covers. Create a room story book which includes reviews of books voted by classmates as those books which are most likely to succeed with children of a particular grade level.

12. Use discarded coat hanger to create mobiles illustrating story scenes.

13. Paint posters advertising good literature and put poster in a multipurpose room, library, auditorium, or in the halls of a school. Suggest a treasure hunt where the stories can be found.

14. Select various stories or story excerpts from a novel. Dramatize a Christmas custom such as ones in Dobry (Monica Shannon) and the pinata in Nine Days Before Christmas(Ets and Labastida). Tableaus may be used.

15. Use soap or other carving material. Carve figures illustrating animals or story characters.

16. Construct large cardboard story figures which kindergarten children can hold in front of them. Manipulate these to act out Mother Goose rhymes or such a tale as "The Gingerbread Man."

17. Choose a daily newspaper. Cut out strips from the paper giving locations of various news stories. Get a committee and choose three different countries which

were mentioned in the paper. Obtain books about these countries. Print a scene or two depicting geographical or historical events.

18. Study the artistic style of Edward Lear or Dr. Seuss. Create some fantastic cartoons or figures to illustrate a limerick or a child's story about fabulous animals.

Language Patterns and Words

1. Study language adornments such as similes, metaphors, hyperboles, or alliteration. Read poetry and stories and collect examples of various types of figurative language. Give a talk to a partner, a committee, or the class illustrating the use of figurative language as a style.

2. Discuss the use of symbolism in literature. Develop some simple symbols such as the flag and cross. Find possible symbols in novels such as the creature in The Black Pearl(O'Dell) and the wolf in various European folktales and Ring the Judas Bell(Forman).

3. Read some of Prayers from the Ark by Carmen Bernos de Gaztold and study devices used by the author to create a prayer appropriate for a particular animal. For instance, the cock is proud and overbearing and the butterfly is sweet and dainty. Discuss differences in the language used.

4. Select a well written scientific book or article. Houses from the Sea(Goudey) and Big Tree(Mary and Conrad Buff) are examples. Study the writing style of authors noting the rhythmical flow of words. Write a paragraph about something in nature which is observed as the paragraph is constructed.

5. Learn to use books of antonyms and synonyms. Select an excerpt from a basal reader or social studies book which is written in an uninteresting dull style as colorless words are used. Make an animal or person come alive through the use of more vivid words.

6. Take a scientific book or factual book about history. Personalize the book by adding living humans or animals. Make persons or creature come alive.

7. Construct a category notebook or card file in which new vocabulary words are organized under specific titles or categories.

8. Select a story or section from a novel and study punctuation devices which the author has used to indicate emotion or feeling. This might be the question mark, exclamation mark, a series of dashes, or even large and small print used effectively as is done in the Sounds of Language Series (edited by Bill Martin-Holt, Rinehart, and Winston). Have pupils form groups of two or three and enact sections from a story working on intonation, stress, and pitch of voices.

9. Interesting Word Box--Have pupils collect words which are interesting in an attractively decorated word box. Have word quiz days to determine why such words were interesting to a classmate.

10. Listen to recordings of popular songs and compare these with recordings of poetry. Discuss differences in lyrical quality between words of a song and those in a poem.

Another worthwhile way of enriching the child's curriculum is through the initiation of a program of Pupil Specialties. The following outline presents the idea of Curriculum Related Pupil Specialties.

Suggestions for Teaching with Pupil Specialties

A pupil specialty is an activity in which a child uses the tools of research available to him to find out as much as possible about a topic, area or project. After the child has amassed considerable knowledge on a particular subject, he becomes a "specialist" on that subject. Hence, the term, pupil specialty. As opposed to the traditional booklet-type report, or oral report, the specialty is presented orally by means of informal talks or plays, while the child's materials are displayed on bulletin boards and project tables.

Designed for:

-Children who are reading at grade level or above, regardless of the grade in which they are enrolled.
-Children who complete regularly assigned work in advance of other members of the class, and have spare time in school.
-Children who are interested in doing extra reading, project work, etc., in their spare time outside of school.

Educational Purpose:

-Provides for differences in learning rates and levels of ability.
-Encourages self-expression.
-Teaches the children to budget their time wisely.

-Work with multiple texts which are preferred by children to single texts.
-Are self-directing (self direction assignments are preferred by children to teacher direction).
-Results in the use of many and varied references and sources.
-Makes school work challenging to bright pupils by raising level of instruction to his ability.
-Makes effective use of pupil time after the completion of his daily tasks.
-Provides an opportunity for developing self-discipline through independent study.
-Provides an opportunity to broaden children's interests.
-Allows maximum use of study skills.
-Furthers positive social relationships.

Initiating the Program:

Explain to the class that they are going to take part in a new type of research program, called pupil specialties. Explain also that this is very much like reporting, except that it is far more interesting. Discuss the different steps to be taken in preparing a pupil specialty. Answer any questions the children might have and then ask if anyone would be interested in starting a pupil specialty. Then assign one or two specialties.

Assigning Topics:

The teacher determines what her class will be studying in a curriculum area one month from the present time. If the class is studying Colonial America, for example, the following topics would coincide with the planned curriculum: Early American Furniture, Colonial Tools, Colonial Homemaking and Cooking, Early American Firearms, Early American Farming, Colonial Homes and Buildings. The teacher then assigns the projects to individuals or to a small group. After assigning the topic, the teacher checks off in the Guide Book the items that will help the child with his topic. The teacher then determines the day the class will be studying that particular topic, and tells the child that this is the date his subject is due and that he will be expected to be ready to give his specialty.

As a safeguard, it is wise for the teacher to check the specialty two or three days in advance of the presentation. This gives the child a chance to improve the specialty if any points of weakness are noted. The teacher may want to check his materials to see that his information is accurate, pertinent to the subject, organized well and interesting. Also, to maintain high standards, the teacher should check to see that his display materials are labeled and explained, that the bulletin board is neat and attractive and that he

is completely ready to give his specialty.

Characteristics of A Good Assignment:

-A variety of activities and a rich range of learning material which attempt to develop skills for the individual student.
-The opportunity for adequate experiences for the bright child to go far beyond his expectations.
-The provisions for interests and tastes to develop through research, through local contacts, through literary appreciation, and through personal associations by which the varied interests of the individual can be directed toward new learning.
-By using many kinds of materials and resources, magazines, newspapers, reference material, and other realia; providing each student with the opportunity to use his abilities to the best possible advantage.
-The assignment should be specific.
-The alternatives presented to each pupil should help to meet individual differences.
-Standards of workmanship at different ability levels should be recognized and established.
-These activities should permit both individual and cooperative accomplishment.
-They should move in the direction of the development of important work and study skills.
-They should have positive and intrinsic interest for the individual.
-These activities should differ from previous assignments.

Advantages and Opportunities:

-Lead children to wide variety of resources and fields of endeavor.
-Each child shares his findings with his classmates.
-Provides for a unique approach to the curriculum.
-With little emphasis placed upon the necessity of a formal written report, a unique approach to learning is offered to children who are more accustomed to writing tasks associated with research and areas of investigation.
-These activities and assignments emphasize pupil participation, discussion, planning, critical evaluation, personal contact, and the development of creative talents.
-After the initial plans have been formulated by the teacher, these activities require minimum teacher direction and assistance.
-Allows for individual initiative and personal discipline.
-Slow learners gain knowledge through observation and listening to a specialty.
-Provides children with opportunities in skills areas by locating information, selecting and evaluating pertinent

material, organizing, participating in research activities, note taking, compilation of bibliographies, letter writing, expressive skills, techniques of reporting, varieties of display and artistic arrangement, labeling, use of higher mental processes, and application of critical analysis.

High Motivation:

High motivation can be provided through the enthusiasm of the teacher when this new method of reporting is first introduced. Secrecy surrounding each report provides an air of mystery and anticipation preceding the presentation. The student's desire to express himself, to share his findings and research with his classmates is a high motivation in itself. Advance advertising through posters adds to the suspense; the privilege of inviting guests augments the importance of the report. The amount of art work which the child wishes to do in connection with his specialty need not be limited, because he can be provided with as much space as he needs on the bulletin board and project tables.

Evaluation:

After the presentation, the class may want to evaluate the specialty. The following evaluation has proved successful in many classrooms:

1. The child giving the specialty makes out a short quiz and gives it to the class. This insures a listening audience during the specialty presentation and affords the teacher an opportunity to evaluate the specialty in terms of what the children gained from the presentation.

2. After the presentation, the class may want to discuss in small groups the outstanding points of the specialty, and make suggestions for improving the specialties that are to follow.

THE HARPER AND ROW SCHOOL READINESS TREASURE CHEST

From the Publisher's Material and Program s s s

Authors: Beth Greiner Hoffman, Frances L. Ilg and Louise Bates Ames

Publisher: Harper and Row

This Treasure Chest is designed to be used in pre-school, kindergarten and early primary programs. The Kit is a sturdily boxed set of books, cards, posters, and teacher's guide designed

to develop readiness skills in basic learning areas. The contents break down as follows:

-A library of 36 beautifully illustrated children's books by outstanding authors and illustrators. The books include story books, poetry books, and poetry and nursery tale anthologies.

-Five sets of Story Picture Cards. These are mounted pages from five well-known juvenile books. They are designed to focus pupil attention on specific items and to draw out group participation.

-Twenty-two Science Picture Cards. One side of these cards contains pictures of animals or birds or other familiar objects in nature. The reverse side contains explanatory information for the teacher to use. The cards are helpful in developing simple science concepts.

-Seven Holiday Posters. In full color, here are posters printed on cloth depicting key holidays in the child's school year: "Halloween," "Thanksgiving," "Christmas Time," "Abraham Lincoln," "Valentine's Day," "George Washington," "Spring Holidays."

-Four Poetry Cards. These are full-color representations of "Moon Song," "Wynken, Blynken, and Nod," "When I Was a Bird," and "The Duel"--with the poems printed on the reverse side. The pictures help to focus interest on the details of the poems.

-Teacher's Guidebook. This guide provides instructions for using the materials in the Treasure Chest in a carefully developed sequence. It utilizes the collection to lay out a 20-unit program for establishing readiness in reading, science, arithmetic, and the social studies.

THE TORCHLIGHTER AND TORCHBEARER LIBRARIES

From the Publisher's Material and Program ▪ ▪ ▪

Author: Dale Bellino and others

Publisher: Harper and Row

These are three boxed sets of books, each designed to meet three specific objectives of a well-balanced classroom reading program for Kindergarten through Grade 6. These objectives are:

1. To provide an individualized reading program in which the pupil, under teacher guidance, selects books appropriate to his interest and reading ability.

2. To provide a library program which teaches skills needed for efficient use of any library.

3. To provide a curriculum enrichment program which guides pupils in the selection, reading, discussion, and reporting of books in the areas of social studies, science, and literature.

Each of the three sets spans three or four reading levels and can serve as a satisfactory nucleus to a classroom library. The sets, shown on the following pages, are:

Torchlighter Library --for Kindergarten-Grade 3; 44 books and Teacher's Guide.

Torchbearer Library I --for Grades 3-5; 37 books and Teacher's Guide.

Torchbearer Library II --for Grades 4-6; 34 books with Teacher's Guide.

All of the books are written by well-known authors of children's books and have earned a permanent place in children's literature. They have been selected because of their special appeal to children and their suitability to a wide range of pupil abilities. To meet the problem of constant use, the books are durably bound with a special library binding.

The Teacher's Guide accompanying each of the three sets contains detailed procedures and suggestions for conducting the individualized reading program, the library program, and the curriculum enrichment program. In the curriculum enrichment phase, procedures are set forth on the use of the books in developing understandings in science, the social studies, and literature.

For additional information on The Harper and Row School Readiness Treasure Chest and The Torchlighter and Torchbearer Libraries, write to:

Harper and Row Publishers
2500 Crawford Avenue
Evanston, Illinois 60201

THE OWL READING TIME LIBRARIES

From the Publisher's Material and Program s s s

Editor: Bill Martin, Jr.

Publisher: Holt, Rinehart and Winston, Inc.

The Owl Reading Time Libraries each consist of 20 books for classroom library use for supplementary, enrichment and individualized reading programs. Each library is geared to teaching children to read in mathematics, literature, science and social studies. The content of each Owl book is especially selected or written to introduce and develop concepts in the range of elementary school curricula. The language of the books spans from the simple to the complex to fit the individual needs of children, and the range and depth of concept development.

Kin/der Owls

This set includes twenty distinguished and lively picture and story books for nursery school and kindergarten children plus a teacher's guide. These books propel young children into concept building, invites them to develop listening and speaking skills, helps them accept strong feelings, piques their curiosity about language and the world, and tunes their ears to worthwhile sentence sounds. Five subject areas are included with four books in each area: arithmetic, literature, social studies, science and language.

The Little Owl

For Younger readers in Kindergarten, Grade 1 and Grade 2. The Little Owl program utilizes many approaches to reading that are not found in ordinary textbooks: reading picture stories in which there are no words (such as Tulips and A Cat Story)...the repetition of a sentence that gradually expands in length and meaning throughout the story (such as One, Two, Three, Four)... the memorable ring of enchanting poetry (such as Goodnight, Mr. Beetle)...picture puzzles that involve the use of numbers (such as Going Up, Going Down)...compelling content that invites children to express their ideas (such as Big Frogs, Little Frogs).

Young Owl Books

For readers in Grades 2, 3, and 4. The Young Owl Books are a continuation of the learning patterns established in the Little Owl program. Children are lead to speculate about the continuity of their lives from the age of 2 weeks to 90 years in Growing Up, Growing Older...to express in number the arithmetic

concepts inherent in colorful pictures in If You Can Count to Ten..to create and present their own plays in Showtime with Hoky Horse..to assimilate the pleasant order of words in Eleven and Three are Poetry..to see the incongruities of thinking in Old Lucy Lindy (a book for the reluctant reader)..to appreciate the photographs of Eskimo carvings which tell the gripping story of a boy's coming to understand life in Paulossie.

The Wise Owls

These books are designed for the age level that reads to find answers. Some Wise Owls have 64 pages; others have 48. Some have 32 pages, just like the Little and Young Owls.

Concepts initiated in the earlier books are extended and strengthened in the Wise Owl books by authors who are recognized authorities in children's literature. These authors include leading naturalists, astronomers, ichthyologists, educators, and writers of children's literature.

The content and appearance of each Wise Owl is especially planned to further the reading skills, challenge the thinking, and meet the more sophisticated interests of children in the intermediate grades.

Content

Each subject area represents a variety of content and approach. In arithmetic, there are lively, easy-to-read books that help children generalize and expand previous knowledge; and there are books that pave the way to an understanding of algebra and geometry. Among the literature books are stories from foreign lands, fables, and folktales for today's youngsters. The science selections explore the horizons of astronomy, marine and animal biology. Social studies books give youngsters a sense of the living past and present as they delve into concepts of history, anthropology, and human relations. Here is reading in the content areas that is fresh, exciting, and memorable.

Readability

These books represent a wide range in reading difficulty and in concept complexity. There are books that prompt abstract thinking, that portray complex relationships, that present insights into advanced study for the avid, intelligent readers. There are adventure books with compelling storylines and lavish illustrations to attract indifferent readers. And, there are books that are precise in language, yet simple in their presentation of material for deliberate readers.

Art

The Owls are, according to the publisher, "miniature art galleries" that acquaint children with outstanding artists and their techniques: water colors, wood cuts, tempera paint, oil paint, colored chalk, pen and ink, pencil and collage.

Teacher's Guides

A separate guide for each Owl Reading Time Library series provides detailed teaching suggestions, story by story; gives suggestions for additional study of the content principles developed in each book; tells how to use the books with a group or for individual selection; builds a background of literary and art appreciation; helps ease the trouble spots in reading; and promotes the pleasures and rewards of reading.

For additional information on The Owl Reading Time Libraries, write to:

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

INVITATIONS TO STORY TIME AND INVITATIONS TO PERSONAL READING

From the Publisher's Material and Program . . .

Authors: Charlotte S. Huck and others

Publisher: Scott, Foresman and Company

1. Invitations to Story Time

This is a pre-first grade collection of books for classroom use ideally suited to language arts projects in nursery, head start and also kindergarten classrooms. The set consists of 16 books, selected from the lists of leading publishers. All the books--nursery rhymes, folk tales, animal stories, here-and-now stories, participation books--have been reprinted in original formats, with original full-color illustrations.

As a teacher shares the books in this classroom library, children learn that books work magic. Through books, they watch a city welcome a new day, race with a gingerbread man, practice whistling with a boy their own age. Books are for listening to, the children discover, for poring over with private delight, for--someday--learning to read by oneself.

Packaged with each Invitations set are two seven-inch records (33 1/3 rpm) of stories and poems read by Dr. Charlotte Huck; four colorful posters (two sheets), printed on durable Tex-o-print; two sets of storybook cutouts; two put-together puzzles of nursery-rhyme characters; a mobile construction; and a 48-page Teacher's Resource Booklet.

2. Invitations to Personal Reading

These series of collections of childrens books for classroom use helps teachers bring together children and outstanding books of many varieties.

For Grades 1, 2 and 3

Each Invitations to Personal Reading set consists of 25 books, teaching aids, A Personal Reading Record Book for each pupil to record the books he has read, and a Teachers Resource Book. There are two sets for each primary grade level.

For Grades 4, 5 and 6

Each Invitations to Personal Reading set consists also of 25 books with the same pupil and teacher aids as available in the primary sets. Only one set is available for each intermediate grade.

A wide variety of types of literature is contained in all ten sets for kindergarten through Grade 6--picture books and folk tales, factual and fanciful stories, historical fiction and biography, adventure, science and science fiction, poetry and art.

Each book in each set is identical with the original publisher's edition in size and shape and has the original jacket design reproduced in full color on the cover; text and illustrations, too, are faithful to the original edition. Bindings are made to the rigid specifications of elementary textbooks; a simple letter code on the spine of each book indicates to the teacher whether a book is easy, average, or advanced for the children in her class.

A Teacher's Resource Book is in each invitations set. The guide gives a synopsis of each book in the set, imaginative ideas for follow-up activities, questions for pupil-teacher conferences and a list of related books to recommend.

Notes to the teacher by Drs. May Hill Arbuthnot, Helen Robinson, Charlotte Huck and others, summarize current professional thinking on such topics as when to read stories and when to tell them, ways of helping children share their reading experiences, why personal reading is important.

At the back of each resource book is an author and subject index to the books in the collection, a guide for source material about children's literature, and a book list so timely and extensive teachers will want to share it with parents.

Personal Reading Record Booklets, 35 copies in each set for Grades 1-6, encourage each youngster to record his reactions to the books he reads. Booklets suggest a variety of ways: by drawing or describing a story character, writing a book teaser or riddle, making up questions that can be answered by book titles or summarizing an exciting story. In these ways, a youngster is helped to think about and savor what he has read.

The records are especially useful in individual conferences, when the teacher and a child talk over what he has been reading. If the child is very enthusiastic about a particular book, the teacher might recommend another by the same author. Or, if the youngster's record shows that he is reading animal stories almost exclusively, subtle attempts might be made to interest him in books of other types. Individual record books come in handy, too, when a child makes a trip to the school or public library: each record booklet includes a list of other fine books to look for.

For additional information on Invitations to Story Time and Invitations to Personal Reading, write to:

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

THE SOUNDS OF LANGUAGE READERS

From the Publisher's Material and Program s s s

Authors: Bill Martin, Jr., and others

Publisher: Holt, Rinehart and Winston, Inc.

Sounds of Language is a new reading program--"a fresh and enchanting collection of poems, stories, articles and pictures that realistically prompt children to hear the spoken patterns of the sentences they read." It is designed to teach children to recognize sentence sounds, to love language, to enjoy literature, and to gain command of communication skills.

The series is based on these premises:

-language--and therefore reading--is a natural human activity that all children come to with enthusiasm;

-children's expectancy of reading success is the natural result of their success in learning to use oral language;

-language--and therefore reading--is initially learned in the ear, where sentence sounds are more important than word sounds;

-a reading program should be a catalyst to set in motion children's accumulated knowledge about oral language, making it available for their new language activity, reading;

-reading should be taught as a total linguistic experience in which children analyze oral and printed language, verbalize their understanding of how it works, and come to organize and extend their comprehension of what is read;

-in working with language and in seeing life in literature, children shape and expand their human potential.

Each Reader in the Sounds of Language series is an anthology of related poetry, stories, articles, and of marked aesthetic quality.

The primary grade program consists of:

Sounds of Home (pre-primer)

Sounds of Number (primer)

Sounds Around the Clock (Grade 1)

Sounds of Laughter (Grade 2)

Sounds of the Storyteller (Grade 3)

Using these first five Readers, pupils begin building up a stock of sentence sounds and sentence structures that they read easily, write easily, and refer to frequently as they learn to discipline oral language and make it work for them in printed form. Instead of concentrating on word recognition, they work with entire language patterns, developing a basis for subsequent language analysis.

The texts for the intermediate grades are titled:

Sound of Mystery (Grade 4)

Sounds of a Young Hunter (Grade 5)

Sounds of a Distant Drummer (Grade 6)

In the upper elementary grades, the program extends and defines its techniques of language exploration. Built around Bill Martin, Jr.'s, essays on language, Books 4-6 invite children to participate in the methods and philosophy on which the program is structured. The essays are strategically placed throughout each Reader and closely tied to the reading and art experiences that precede and follow them.

Either as a complement to other reading methods or as a reading program the Sounds of Language Readers are designed to extend and strengthen children's reading skills.

Sounds of Language Approach for Reading Skill Development

The rationale for skill development departs substantially from traditional methods and presents a different way to think about language and reading. It is given below:

1. Skill: Tuning the Ear to Sentence Sounds and Shaping these Sounds on the Tongue

Much of the meaning of a sentence is in its sound - not necessarily in the sounds of the individual words. Good writers have a knack for stringing their thoughts on memorable sentence sounds, and the melody of their language helps readers find a "sound of sense" in printed symbols. These Readers use this kind of writing to initiate children into sophisticated reading.. ..to enable them to read stories, poems, and articles that use a wide and exciting range of sentence patterns and vocabulary.

2. Skill: Sensitizing the Eye to the Printed Page

When a child looks at a page of print, something dynamic must happen if we hope for him to become an intelligent, self-motivated reader. A self-starting reading program must address itself to the self-starting potentials that can be put into a page of invigorating print. Such potentials--and worthwhile ways of responding to them--are included in the pages and the teaching methods of every Reader. Each page has been carefully designed to help the child recognize the sound and meaning of the language his eyes are seeing.

3. Skill: Relating Listening to Language Skills

As one learns to listen, he is learning to speak; as one learns to speak, he is learning to read; as one learns to read, he is learning to write; as one learns to write, he is learning to listen. In fact, listening is just another form of reading, insofar as both reading and listening are acts of getting meaning from symbols. The Sounds of Language Readers develop listening as a major reading skill. Strategically placed annotations and essays to the teacher in the Teacher's Editions develop the six dimensions of listening that influence reading development positively:

a. listening for aesthetic pleasure;

b. listening to intake knowledge;

c. listening to enjoy the intrigue of sounds;

d. listening to claim membership in a conversational group;

e. listening to understand directions and instructions;

f. listening to the inner voice of experience by which one evaluates thoughts and feelings.

4. Skill: Developing a Reading Vocabulary

This method for vocabulary development releases the teacher from scaled, pretaught word learning to an integrated reading experience. In the early stages of the program, much of the material is read to the children so that the sounds of the language become familiar to them. When they meet the printed page, children are simply encountering another dimension of the language they already know so well, and before long they are making a one-to-one correspondence between the sound and the sight of sentences, individual words...even parts of words.

When children sense how a particular story or sentence within a story has been structured, and begin to guess how the author has put the next episode or sentence together, they are engaging in a natural and intuitive response to oral and written language. Beginning in the first grade, this program makes abundant use of dependably structured language to help children develop skill in using structure to figure out unknown words.

Thus--through sound and structure--children begin focusing on individual words in their printed form, without losing identification with the language itself.

5. Skill: Developing Skill in Comprehension and Precision in Expression

Comprehension and expression, contrary to the assumption of many reading programs are not the automatic results of being able to "read the selection." The Teacher's Editions offer ideas for developing comprehension and expression through open-ended questions that:

1. put each child in touch with his own thoughts and feelings about what he is reading;

2. put him in touch with the feelings of others who have shared his reading experience; and

3. help him verbalize his growing insights into the oral and written workings of language.

In addition, Bill Martin's essays on language in Readers 4-6, discuss significant linguistic and aesthetic principles--in simple language and with direct reference to selections in the books--which help to deepen pupils' understanding and appreciation of what they read.

6. Skill: Developing Skills Appropriate to Different Kinds of Reading

Each level of this program includes readings in arithmetic, science, social studies, and literature. In each content area both prose and poetry language patterns are introduced. Precise meanings are developed not only through language but with pictures, charts, and diagrams. Even lyrics to popular songs are included in this continuous exposure to language--in all of its artistic settings, gradations of difficulty, and varieties of style.

7. Skill: Cultivating Aesthetic Appreciation

Aesthetic response cannot be taught; it can only be nurtured. The content of the Sounds of Language Readers is specifically planned to place appreciation of literature and art at the heart of the program. By a wide and continuing exposure to stories, poems, and art--all of outstanding aesthetic quality--children begin to form self-selected preferences, the only solid basis for the development of genuine aesthetic appreciation.

8. Skill: Linking Writing to Reading

How can one teacher simultaneously help so many children when their writing needs are so different? This program offers a range of language choices, and the annotations in the Teacher's Editions are closely tied to personal writing.

Independent writing in the elementary grades poses certain basic questions, and this approach attempts to provide a sound basis for answering them:

a. What shall I write about? The entire reading program is designed to stimulate young children with a myriad of exciting ideas--all of which can provide ideas for writing. Children may sometimes wish to take up points encounted in a post-reading discussion...or they may turn to material in the Readers themselves. "Pictures for Storytelling" throughout each reader have been designed specifically to spark student discussion and writing.

b. How shall I frame the sentence? Every Reader in the series is a storehouse of useful sentence patterns that children can take apart and reshape to fit their writing needs. Detailed suggestions for presenting and developing the techniques of sentence analysis, transformation, expansion, and reduction are presented on annotated pages, and in a special section, in the Teacher's Editions. Once children have the feel of these techniques, they are on their own in writing.

c. How do I spell the word? As children begin to use the Sounds of Language Readers as references in sentence forming, they will turn to them for guidance in spelling.

The Teacher's Editions

The Teacher's Editions for the series is divided into two sections:

1. A fully-annotated version of the pupil text. All annotations are categorized by color: red for introducing and presenting literary content; and blue for skill-building activities that grow out of literary content.

An annotation at the beginning of each selection outlines the sequential steps for teaching it. The sequence of these steps gives the Sounds of Language program its linguistic wholeness. Other annotations:

-help the teacher with language analysis, literary appreciation, and child development;

-point out key learnings that relate to arithmetic, science, social studies, and independent writing;

-suggest ways to use selections for independent study activities;

-outline ways to use the Readers as language resources;

-make up a complete program of choral speaking and reading;

-develop practical ways to release children's ideas and feelings through questions that open-end and personalize discussions;

-present achievement measures based on actual performance with language, rather than artificial testing methods.

2. A two-part essay from author, Bill Martin, Jr. Part I is a brief discussion of the philosophy of the program. Part II details the scope and sequence of reading skills and is closely tied to the annotated pupil section.

For additional information on The Sounds of Language Readers, write to:

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

THE DOLCH SUPPLEMENTARY TEACHING AIDS

From the Publisher's Material and Program . . .

Author: E. W. Dolch

Publisher: Garrard Publishing Company

The Dolch Learning Games and Teaching Aids are designed to strengthen certain phonics skills, and can be used to supplement any basal reading. Many of these teaching materials are based on the Dolch basic sight vocabulary of 220 service words that constitute approximately 65 percent of all words in the reading material of the primary grades. These materials can be divided into two groups: Dolch Sounding Material and Dolch Sight Material.

A brief description of these materials follows:

a. The Dolch Sounding Materials

1. The Group-Size Consonant Cards: There are two cards for every consonant and digraph; one card for each blend. The cards cover the first three steps in the Dolch phonics program, "The Thirteen Steps in Learning Sounding."

2. Group-Size Vowel Cards: There are two cards for all short and long vowels, digraphs, diphthongs and other vowel combinations with consonants covering rules four through nine from "The Thirteen Steps in Learning Sounding."

3. Take: Players "take" tricks by matching the sounds of the beginnings, the middle parts, or the endings of words.

4. The Syllable Game: From the middle grades through high school, students have difficulty "seeing syllables" in new words. This game not only teaches hundreds of syllables by sight, but also makes a student aware of need for word attack.

5. Group Sounding Game: This game provides a complete course in phonics, covering all of the "Thirteen Steps in the Learning of Sounding." Can be used in any grade where children have difficulty with sounding. Recommended for Grades 3-8.

6. Know Your States: This fascinating game makes learning geography, spelling, sounding and pronunciation of the states easy and fun.

7. Consonant Lotto: This game teaches the first step in sounding, learning to hear the consonants that begin most words. Game played for fun, but teaches fundamental step in phonics. Grades 1 and up.

8. Vowel Lotto: Children learn to "think the vowel sounds" with this game. They must think and match sounds, for words are not given. Minimum teacher direction. Grades 2 and up.

9. What the Letters Say: A beginning sounding game in which children learn that beginning letters "say a sound." Only one sound is introduced for each letter. Played like Lotto.

B. The Dolch Sight Materials

1. Group Word Teaching Game: This game provides excellent drill in recognizing the 220 Basic Sight Words that children must know to read efficiently. Played like Bingo. Grades 2 and 3.

2. Basic Sight Cards: The basic Sight Vocabulary. These cards are used with slow readers in Grades 3 and up. These 220 Basic Sight Words make up 75% of primers, 65% of 1 and 2 grade readers and 50% of all other school books.

3. Sight Phrase Cards: Contains the 95 Commonest Nouns and 220 Basic Sight Words in phrases. Students learn to see phrases at a glance instead of individual words.

4. Basic Sight Word Test: 100 sheets--tests 25 or more children. This test will tell which children are in need of remedial work or special help.

5. Picture Word Cards: These cards contain the revised Dolch list of 95 Commonest Nouns, the nouns used most often in beginning text books. One side has a picture and word; the other side the word only.

6. Group-Size Picture Word Cards: The same format, pictures and words on 8 x 3 inch cards with jumbo type on one side, the word alone on the other.

7. Popper Words, Sets I and II: Set I contains the easier half and Set II the harder half of the 220 Basic Sight Vocabulary Words. The words in Set I are those most frequently used in first grade readers; the Set II words in second grade readers.

8. Group-Size Popper Words, Sets I and II: The same format and words on 6 x 3 inch cards with jumbo type on one side for group use; the same word in smaller type on the other side for individual use.

For additional information on The Dolch Supplementary Teaching Aids, write to:

Garrard Publishing Company

Champaign, Illinois 61820

PHONICS WE USE LEARNING GAMES KIT

From the Publisher's Material and Program s s s

Authors: Arthur W. Heilman and others

Publisher: Lyons and Carnahan

This kit is a series of ten separate games to supplement phonics and reading instruction. Each game has directions for using the equipment to play additional games. The games formats are similar to some popular games, such as Dominoes and Bingo. They are not designed to be used initially to present a phonic concept, but rather, to reinforce concepts previously introduced.

The auditory and visual dimensions of phonics instruction are incorporated into the games. Pupils are led through the sound-symbol relationships to the perception and expression of visual and verbal distinctions. The phonic elements involved in playing the games enable children to gain the skills in word recognition that contribute to the process of learning to read well.

The games are highly flexible and are adaptable for two or more players. Though the games are sequential in the development of phonics concepts, each game may be used independently in any curriculum sequence. The materials are designed to be used successfully with all phonics or reading programs. Each game is designed for phonics reinforcement for Grades 1 through 3 and for remedial work or as a diagnostic tool for upper grades. Kit materials are adaptable for special group or class needs.

A teacher's manual gives directions for playing the basic games as well as suggestions for other possible uses. Each of the games is described below:

1. "Old Itch", Initial Consonant Sounds (Match and Show; Consonant Rummy). This game develops good listening and speaking habits. The emphasis on auditory perception encourages the child to imitate speech sounds accurately. Hearing and saying the various sounds of initial consonants develop skill in noting likenesses and differences in these sounds. By identifying and naming pictures, the child will subvocalize initial consonant sounds as he matches one with another.

2. "Spin-a-Sound", Initial Consonant Sounds and Symbols. This game continues to develop the first skill of the child's hearing and saying initial consonant sounds in words, and it adds the visual dimension in the form of letter symbols. This then, leads the child to the important association of sound with symbol. The game reinforces the concept that words have specific beginning sounds, but it emphasizes the sound-to-symbol relationship.

3. "Bingobang", Final Consonant Sounds and Symbols. The skill of identifying consonant sounds and symbols as they occur at the ends of words is developed in Bingobang. This game reinforces the concept that some symbols have the same sound, whether they occur at the beginning or the end of words, and that these symbols are clues to word pronunciation and recognition. It also reinforces and develops skill in applying the concept of rhyming.

4. "Blends Race", Initial Consonant Blends and Symbols. With this game, two learnings are reinforced: the fusion of two individual sounds into a single speech sound, and the recognition of certain combined symbols that denote the blended, single speech sound. The game presents only two-letter blends because these occur most frequently in words at the primary level.

5. "Digraph Whirl", Initial Consonant Digraphs and Symbols. This Bingo type game aids the child in recognizing the sounds and symbols of four initial consonant digraphs. These digraphs occur most frequently in words at the beginning reading levels. This game reinforces the principle that digraphs are a combination of two letters which have a completely new sound--different from consonant blends, where two-letter combinations were a blend of the individual letter sounds.

6. "Digraph Hopscotch", Initial and Final Consonant Digraphs and Symbols. Designed to follow Digraph Whirl, this game advances the skill of recognizing initial digraph sounds and symbols. An important difference between the two games is that Hopscotch also adds the concept of final consonant digraphs. It provides a variation in the placement of the digraphs and furnishes drill with the commonly recurring ng digraph.

7. "Vowel Dominoes", Long and Short Vowel Sounds and Symbols. Vowel Dominoes is to be used only after long and short vowel sounds and symbols have been introduced. Diacritical markings with macron or breve are used to indicate the long and short sounds. The printed names and letter symbols appear on approximately half the number of pictures shown. This induces the pupil to resort to auditory discrimination and association of similar sounds rather than to rely on purely visual association.

8. "Spin Hard, Spin Soft", Hard and Soft Sounds of C and G. Played with Bingo type cards, this game furthers the skill of recognizing hard and soft C and G sounds. Basically, this is an extension to consonants of what the child has learned about vowels--that certain consonant symbols, like vowel symbols, may have more than one sound. The child learns that the position of the consonant letter in relation to certain other letters determines what the sound of the symbol will be.

9. "Full House", Vowel, Vowel Digraphs and Diphthongs. Using Bingo type cards, this game helps in recognizing variations in the sounds and symbols of several letter comginations in the form of vowel digraphs and diphthongs. After learning the single vowel symbols and their sounds, the pupil must eventually learn to recognize about eighteen letter combinations that record vowel sounds. Fourteen of these combinations are used in Full House.

10. "Syllable Count", Syllabication and Accent. In this game, which also uses Bingo type cards, the child develops skill in hearing and recognizing syllables and applying principles of syllabication. The concept of accent or stress is also reinforced through the pronunciation of words that are within the experiential background of the children.

For additional information on the Phonics We Use Learning Games Kit, write to:

Lyons and Carnahan
407 East 25th Street
Chicago, Illinois 60616

To Talk Over With Your Colleagues ▪ ▪ ▪

1. What are the advantages of a planned on-going all year program of enrichment as opposed to use of supplementary and enrichment readers only after completion of the basal reader program?

2. Which is more effective; children keeping records of books they have read or teachers doing it for them?

3. What part of the reading time schedule should be devoted to enrichment and supplementary readers ?

4. Your group in fourth grade has successfully completed one basal reader program of the grade. What are the advantages and disadvantages of having them be guided through another basal reader program on the same grade level?

5. A third grade group has completed the basal reader program of the grade. What are the advantages and disadvantages of accelerating them to a fourth grade basal reader program?

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TO THOSE WHO ASSISTED

We thank you for your cooperation and participation which made this program possible.

The following members of Castro Valley Unified School District, Castro Valley, California:

Dr. Marvin E. Smith, Superintendent

Frank Howard, Principal, Redwood Primary School

Helen Johnson, Teacher, Redwood Primary School

Program Guest:

Dr. Constance M. McCullough, Professor of Education, San Francisco State College, San Francisco, California

Publishing companies; their representatives and consultants:

Jerald Jackman, Harper and Row, Publishers

Dr. Bill Martin, Jr., Holt, Rinehart and Winston Company

Scott, Foresman and Company

Garrard Publishing Company

Lyons and Carnahan

"I come from humble beginnings, and I was raised in a restraining, blessed poverty whose needs are few and which assures the growth of the highest and noblest virtues, and prepares one for the great ascents of life."

pope John XXIII

teaching children of different cultures

13

Chapter 13

TEACHING CHILDREN OF DIFFERENT CULTURES

To Think About ▪ ▪ ▪

What are your present attitudes about children of different cultures? Write them down before you read the manual and the recommended reading.

Recommended Reading ▪ ▪ ▪

Harris, Albert J. "Teaching Reading to Culturally Different Children." International Reading Association Conference Proceedings. Vol. 9, (Edited by J. Allen Figurel.) Newark, Delaware: International Reading Association, 1965.

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A Point of View ▪ ▪ ▪

American school children represent one of the most diverse populations of any country on earth. This wide spread of subcultures includes children from remote isles of Hawaii who speak and understand only pidgin English, children from New York's Harlem who have never left their city block area, farm children from the mid-west who have never been to a large city, children whose only home has been a trailer, Spanish-speaking youngsters from the southwest who understand little or no English and children who move around with the crops--from ranch to ranch and state to state.

These children are not standardized. How can each of us possibly use the same text to teach these children of different cultures? The problems one encounters in attempting to teach children of diverse cultures are as diverse as the children themselves. Each cultural group presents separate sets of problems. Sometimes, but not always, these children come from so-called "disadvantaged" or poverty areas. There are few more challenging

or rewarding teaching assignments than working with this type child.

Far, far too long we have been lecturing at these teachers --trying to tell them something they already know--what the children are like. We have expended far too much verbiage on characteristics of these children but practically no time at all on instruction on how to teach these children to read.

We do know this: These children can and do learn to read; but far too few reach this goal. If we can reach this goal with a few, then why can't we reach more or even all of them?

What makes the difference between success and failure for these children? In asking this question of leading educators in the largest cities in the United States, I continually received the same answer, vague though it may be: a good teacher. Methods, materials, training and experience did not make the primary difference. What, then, does make a difference?

The Key Ingredient

The singlemost important factor in teaching success with this type child is teacher attitude. No other combination of factors seems to weigh as heavily. No amount of expertise in teaching reading can be utilized when teacher attitude is negative. Teachers who tend to have poor attitudes towards the children, have poor expectation levels for children and have ready-made excuses to absolve themselves from any commitment to adapting their instruction to meet pupil needs.

Most teachers who teach children of different cultures do have very positive attitudes toward their pupils. There are many ways of improving the teaching of reading and some suggestions follow.

Problems in Teaching Reading to Children of Different Cultures

There are certain obstacles that have been placed before the teacher which are difficult to overcome. Any one or a combination of these problems may be present in several or many children in your classroom.

1. Inadequate language readiness program. Many of these children need extended language readiness. One of the persistent problems has been that teachers run out of material before the child is ready to go on. If the child is not ready to go on to reading readiness, placing him in reading readiness is exposing him to his first of many, many encounters with failure.

2. Inadequate reading readiness program. Too often teachers have one workbook type program for reading readiness. When the child finishes this program there is nothing else to give him. Fortunately, more materials, a variety of new programs, and different types of readiness are now available. These children should be kept in readiness activities until they evidence the ability to move on.

3. Incorrect instructional level. This, more than any other teaching procedure is the prime cause for slow or no progress in reading. The child is working in a reading text that is too difficult for him. The quickest screening test to determine whether or not the book is too difficult can be administered quickly and informally by the teacher. Use a reading text (not science or social studies). Ask the pupil to read a page (or approximately 100 words) to you orally. If the child makes more than one error in twenty running words, or if he reads in a slow and labored manner, the book is too difficult for him. Drop him to a lower level, until he is able to read without more than 5% error and with good comprehension.

   It has been estimated that over 60 percent of all children in the United States are reading in the wrong book. Even this estimate may be conservative for children of different cultures.

   The error of placing the child in the wrong book, i.e., at an instructional level above his ability, begins in first grade. This error is perpetuated for most children throughout their school career, by each succeeding teacher the child encounters. This practice cannot be defended or excused, but it can and must be corrected. Don't waste a day. Get the child in a reading text that he can learn positively from. He's been frustrated and defeated far, far too long--regardless of the grade you teach.

   If, throughout the United States, we could place each child on his instructional level, we could reduce reading failure and school dropouts by at least 50 percent. The most important task a teacher can perform in improving her reading instruction is to begin to teach every pupil on his correct reading level.

   This desired placement may be easier to write about than for the teacher to execute. How does a fourth grade teacher drop a child back into an easy second greade reader (where he belongs) when the child has been hauled and dragged through the second, third, and fourth grade readers? How does she put him in the proper second reader when the previous teachers have dutifully and faithfully attested to his reading performance by filling in reading record cards--making checks of

books read amd completed? How does a teacher explain this situation to a principal who questions her ordering second grade texts? How does she explain to the parent that the child has been in the wrong book for four years? And where, oh where, does the teacher find a book the child has not been exposed to?

These are the problems faced by far too many teachers. The problem is difficult, but it can be solved. The child must be placed at the proper instructional level. The poor child who is in the wrong book has a long history of continual failure. He has a very low self-image. He knows he is not gettimg anywhere and tries desperately to hide inside himself this horrible frustration. He may well have given up all attempts at even trying. He has low interest in learning to read caused by lack of evidence of progress. Probably, he is the victim of not one difficulty in reading, but multiple confusions im learning. He cannot cope with any reading material in other school subjects. In essence, he has given up. He has dropped out of school intellectually and emotionally, but is still too young to drop out physically. And we wonder why he is disruptive or rebellious or inattentive in school.

We can do better than this. Materials and programs are now available that help overcome these problems: (1) high-interest low-level reading materials, (2) ethnic and urban readers more closely paralleling the child's environment, and (3) newer materials that are multi-level, self-directing and self-correcting.

When teachers are faced with using materials the child tends to balk at because of their low level, the child will object little if he finds success and accomplishment in his reading even at a low level.

4. Failure to assess progress. The child who doesn't know how he is doing doesn't care about how he is doing. With children of different cultures it is almost mandatory that he know every day how well he has done in reading--how far he has come--and how pleased and enthusiastic you are with his accomplishments. This is an added burden for many teachers--but not for the teacher who cares. Rewards of pupil progress should be kept by pupils for all major skills work. In this way, the child's progress is personalized.

An added teacher responsibility that stimulates pupil progress is continual assessment and reassessment of pupil achievement. The teacher keeps fairly accurate records of what she has taught. More teacher energy and inspection should be focused on what the pupils have learned. Regular informal testing can prevent many students from falling

behind or becoming confused. This challenge to the teacher may seem great, but the accompanying rewards are many.

The New Materials

In the past several years publishers have attempted to produce reading materials that more closely fit different segments of our population. Several basal reader series have been written for children who live in our large cities. Story content and settings are those of a large city. It is assumed that children will be motivated and interested in reading about people like themselves. A reading and language readiness program is now available for children whose primary language is Spanish. Another reading series uses the real and actual speech of children--just like they speak--in a newer reading series.

Other reading texts have endeavored to introduce illustrations depicting children of different racial and ethnic background working, playing and going to school together. Story content has been changed to include characters other than all caucasian or all oriental personages.

Developments of this nature in the publishing world help teachers to motivate children to want to read and to want to learn. The materials are more closely geared to the child's world, and in many instances, children and other story characters of different cultures are dispersed throughout the text.

Much effort has gone into the creation of ethnic and urban readers. The imagination, creativity and financial resources poured into these projects are to be commended. With newer materials more closely suited to different needs it will help in the goal of teaching every child to read.

CHANDLER LANGUAGE–EXPERIENCE READERS

From the Publisher's Material and Program * * *

Developed by: Lawrence W. Carrillo (Ed.), Dolores M. Baugh, and Marjorie P. Pulsifer (Authors of the Primary-Level Readers)

Publisher: Chandler Publishing Company

A Look at the Readers

In the beginning Chandler Language-Experience Readers, the children in the stories are real urban children. The pictures capture what they are doing. The accompanying story lines represent what they are saying. Both were recorded on the spot by the photographers who filmed the children's spontaneous actions and reactions and by the authors who jotted down heir spontaneous language expression. From this wealth of material the authors created the sequence of stories contained in a paperback reader or in a unit of the clothbound reader. For the urban child just beginning to read, these stories provide a powerful motivation, for they are about children like himself doing what he likes to do and has the opportunity to do.

The illustrations in the Chandler Language-Experience Readers are principally black-and-white photographs. These not only give reality to the situations and the children being pictured but also provide a wealth of detail not possible in the usual illustrations. The urban setting is familiar to all urban pupils. Equally familiar are the children, for they represent many of the groups--socioeconomic, ethnic, and racial--that are common to all large cities and to many urban areas. That urban pupils have no difficulty relating to these children was demonstrated during the preliminary testing of the Readers. Either the pupils were unaware of the ethnic or racial differences among the children or they accepted these differences as perfectly natural. Undoubtedly this positive reaction was due in part, at least, to the photographs which picture the children as they are.

In the beginning Chandler Language-Experience Readers, the story is conveyed through what the story-children say to one another. Thus the vocabulary and the sentence patterns represent children's natural and spontaneous language expression. This does not mean that the purpose of these readers has been ignored. Systematic repetition and maintenance of vocabulary have bben provided but in language that resembles as closely as possible the language of the young urban child. This correspondence between the spoken language and the printed page makes the task of learning to read easier for that child and more meaningful.

From the outset, The Chandler Language-Experience Readers have had a social studies and science orientation. In the first six paperback readers (pre-primer level) the stories have as their setting a real child's neighborhood: the sidewalk in front of his home, a nearby playground, a supermarket. In Let's See the Animals (primer level) the immediate environment is extended to include other areas of the city, and science is introduced through the discoveries which the story-children make as they observe, feed, and handle animals. The transfer from reading to other curriculum areas is obvious.

Because reading disability occurs much more frequently in boys than in girls, the Chandler Readers feature experiences with which boys can identify and in which they play an important role. In many of the stories girls share these experiences, but in a few stories their absence is both natural and appropriate.

A Look at the Reading Program

The Reading Readiness Program. The readiness materials in the Chandler Reading Program are designed to help teachers provide the broad and enriched program of readiness especially needed by urban children whose native ability or rich, supportive environmental influences are limited. The beginning book is Dr. Lawrence W. Carrillo's Informal Reading Readiness Experiences; a book for teachers which develops a total concept of reading readiness and presents a sequence of informal activities that develop this readiness before the pupil's books are introduced. Also for teachers is the Pictures to Read portfolio of thirty-six 11½ x 15¾ photographs, carefully planned for use in teaching the concepts, skills, and words presented in Let's Look, and Words to Read (the children's readiness workbooks) and later in the paperback readers (pre-primer level).

Let's Look is devoted to such readiness skills as discrimination of differences, recognition of similarities, left-to-right word progression, rhyming, initial consonant sounds, and the like. Words to Read reinforces these skills and, in addition, teaches ten words commonly used by first-grade children. Having learned these words, children can begin reading simple sentences that are meaningful to them.

A Teacher's Guide for the readiness program is available. Also available is a set of spirit-duplicator masters of the worksheets recommended and illustrated in the Guides. These worksheets are a convenient means of providing additional practice in the readiness skills.

The Paperback Readers

At the pre-primer level, the Chandler Reading Program provides six small readers rather than the conventional three. The satisfaction which children gain both from completing a book and from reading more books is an important incentive to learning to read. Each of the first five books is built around a different group of familiar experiences, as the titles suggest: Swings, Slides, Truck and Cars to Ride, Bikes, and Supermarket. The sixth paperback reader, Let's Go!, reviews the experiences of the first five, and the total vocabulary of 54 words. Both the new words and those being maintained are always presented in the meaningful context of the language children use as they talk to one another about what they are doing and how they feel. The repetition of these words is abundant.

The Teacher's Edition contains all six of the paperback readers each followed immediately by its own detailed Teacher's Guide. The many and varied practices and activities contained in the Guides will help teachers provide the broad and enriched program which many urban children need. The lesson-plan divisions are intentionally general to allow the teaching of concepts, skills, clues to word recognition, etc. when they are most helpful to the children. Most lesson plans include at least one worksheet, illustrated in the Guide for teachers who must make their own. A complete set of spirit-duplicator masters for the paperback-reader worksheets is available.

The Teacher's Edition also provides, in the introductory material, an explanation of the reading program and the lesson plans, and specific suggestions for reading aloud, for group and class dramatizations, and for planning a book table. Here, also, teachers will find a carefully selected list of children's books suited to the abilities and interests of six-year-old urban children. Each book is annotated.

The Clothbound Reader

In Let's See the Animals (primer level) the experiences presented in the stories include riding a bus to the zoo, seeing and feeding the animals, writing cooperative stories about the animals, sharing a pet rabbit brought to school, and visiting a children's museum. The stories are a little longer than in the paperback readers, there are more text lines per page, and the two-line sentence is introduced. Of the 108 new words introduced, only 24 are not regularly maintained, and their meaning is easily grasped from clear context and picture clues. These words serve the important purpose of enriching and reinforcing the reading experiences, as do the delightful photographs which accompany the text.

Word Cards

Each set contains three 3½ x 8½ cards for all 162 words, punctuation marks, and variant endings contained in the Readers described above. Each word (printed in large manuscript type) appears in small letters on one side of the card and with an initial capital letter on the other side.

Color Motion-Picture Films

A unique feature of the Chandler Reading Program is the series of five 4-minute, 8 mm. color films which illustrate in action the children, experiences, and concepts presented in the first paperback readers. These films serve many purposes: to extend the readiness program, to stimulate discussion and understanding of the different concepts and experiences presented, to provide motivation for reading, and to stimulate language expression or creative activity. Each film is packaged in a self-contained cartridge, and is a continuous loop. It does not, therefore, require rewinding. This cartridge is designed for use with the Technicolor Projector and the Instructional Media Productions Rear Projector (both available from the Chandler Publishing Company), and the entire operation is so simple that even a child can learn to do it. All of these films may be repeated as many times as desired and may be viewed by a group without altering the classroom lighting or otherwise disturbing the rest of the class. Also, they may be projected on the wall for viewing by the whole class.

For additional information on the Chandler Language Experience Readers, write to:

Chandler Publishing Company
124 Spear Street
San Francisco, California 94105

THE BANK STREET READERS

From the Publisher's Material and Program ▪ ▪ ▪

Prepared by: The Bank Street College of Education

Publisher: The Macmillan Company

An Urban-Centered Basal Reading Program for the Primary Grades

How will The Bank Street Readers best meet your needs?

As a Basal Reading Program: This is, of course, the first purpose of the series--to give all youngsters the best possible start in learning to read. Provisions are made throughout for satisfying the wide range of individual needs that exist in every classroom.

As a Co-Basal Program: Many children--particularly city children--do not take an active interest in traditional readers or are not sufficiently challenged by their content. But these children are sure to "wake up" to the skills program as well as the new story styles and settings of the Bank Street Readers.

As Supplementary Readers: They make very good builders of everyday vocabularies--words the pupil sees all around him, for example, on street signs. The readers offer, also, vivid pictures of city life that will enrich social studies classes in small-town and rural schools.

For Work with Pupils Reading Above or Below Their Grade Levels: The Bank Street Readers are designed to support your efforts with specific teaching procedures and high-quality reading materials.

What difference do "urban-centered" readers make in the classroom?

A world of difference! Your pupils' own city world appears, sensitively recreated in words and pictures that the children will love.

In our mobile America of the nineteen-sixties, that homogeneous, middle-class world shown in traditional basal readers is baffling to city children--and to most of their suburban cousins.

Now, in The Bank Street Readers, fire escapes replace flower-covered trellises, children play on sidewalks in front of their apartment-house homes, and the everyday bustle and beauty of

the city itself is the central "character" in many of the reading selections.

City children can easily identify with the people, places, events, and emotions that they meet in The Bank Street Readers. A note about culturally disadvantaged children in The Bank Street Readers:

This is a new basal reading program for all children, not especially for culturally disadvantaged children. Its aim is to develop both the deep appreciation for books and the basic reading skills that will enable youngsters to grow into competent, lifelong readers.

In addition, this is a broadly built reading program, designed to accommodate those differences in background and ability that exist among all children but are particularly wide among children in our city schoolrooms.

For teachers working with culturally disadvantaged city children, the interest sparked by the city scenes and stories in the Bank Street Readers will be the single most significant feature of this new program.

Why do the Bank Street Readers break with tradition in their story content?

Can basal readers be literature? Traditional beginning readers offer brief stories about a family of children at play, stories that are harmless enough but that certainly do not make reading very appetizing. No one expects basal readers to be much more, in the beginning, than these simple little pieces of prose, contrived to present as few words as possible. The general feeling is that children have to learn how to read before they can enjoy "good" books.

The authors of The Bank Street Readers, all professional writers of books for children, believe that uninteresting basal readers defeat themselves. The authors believe that it is possible--in fact, necessary--to give youngsters beginning reading materials that make learning to read obviously worthwhile.

The Bank Street Readers break with tradition in setting, style, and form. The city is their setting--not an imaginary city, but a city filled with read-life sights and sounds and events. In style, they offer the best modern children's literature. And each selection takes form according to its subject. Vignettes, poems, stories, dialogues, essays--an intriguing variety of forms appear in every reader.

Skills development begins with a common background of fourteen experiences:

What does the Readiness Program accomplish?

The Readiness Program for The Bank Street Readers consists of 14 carefully planned experiences with oral language, aural language, and written language. Whether their out-of-school language backgrounds have been rich, average, or limited, the children who complete this program will bring to the task of learning to read 14 shared experiences: a common background on which the teacher can build beginning reading skills consistent with the readiness learnings.

What help is the teacher given?

For each unit, the guide explains: over-all objectives; specific skills and principles to be developed; and the simple instructional materials that will be used--e.g., crayons, paper, magazine pictures, children's storybooks.

For each experience, the guide explains: teacher preparation, step-by-step procedures for carrying out the experience, and step-by-step methods of developing specific readiness skills.

Two outstanding features of the Readiness Program make it adaptable to the needs and the learning pace of every classroom:

(1) the highly creative nature of the teaching suggestions, and
(2) the logical, step-by-step organization of the guide materials.

Four vital questions to help the teacher in "Selecting the First Reading Group" are given at the end of the Readiness Program.

Skills develop quickly because lessons emphasize familiar, useful words and concepts.

How can children handle the increased vocabulary load?

Just as the natural speech rhythms in The Bank Street Readers help children to quickly grasp the important relationship between spoken and written language, the familiar, useful words in the readers help the children to learn more words faster. The vocabulary presented in The Bank Street Readers is both challenging and yet realistic in the kind of words that are presented.

The children learn to read words they will meet again and again in the world around them. For example, 28 words are introduced in Preprimer 1. This vocabulary is used--but not taught--during the Readiness Program so that, when they reach Preprimer 1, the pupils have already built up a context of meanings for the words they are learning to read. All of these words are directly related to the pupils' lives; none have been inserted just to

"keep the story going" as is done in traditional readers at early levels.

How does the experience program contribute to the pupil's familiarity with words?

When the pupils use their own first-hand experiences as a basis for learning about words, these words become full of meaning, become, in a very real sense, their own words. But these experiences do not just happen. The Teacher's Guide for the Preprimers outlines an ongoing experience program that the teacher can mold to fit her particular classroom situation.

For additional information on The Bank Street Readers, write to:

The Macmillan Company
60 Fifth Avenue
New York, New York 10022

To Talk Over With Your Colleagues ▪ ▪ ▪

1. Discuss this statement and form your own opinion. "Before we can upgrade the teaching of reading to children of different cultures, we must first change some teachers' and principals' attitudes toward these children."

2. How are the skills programs of ethnic readers and basal readers different?

3. Examine a so-called "integrated" basal reader with the non-integrated basal program of the same publisher. What has been changed besides the illustrations?

4. What stories and situations in the ethnic readers truly exemplify the type of children you are teaching?

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PERIODICALS

Integrated Education

Poverty and Human Resources Abstracts

Urban Education

TO THOSE WHO ASSISTED

We thank you for your cooperation and participation which made this program possible.

The following members of the Archdiocese of San Francisco, San Francisco, California:

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Sister Mary Claude, P.B.V.M., Diocesan Supervisor

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Sister Mary James, S.M., Second Grade Teacher, St. Peter's Elementary School

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"most of the proponents and critics of the basal reader, as an approach to reading in-

basal readers

struction, forget, in their advanced years, that this is the method that taught them to read — and fairly well at that."

14

Chapter 14

BASAL READERS

Recommended Reading

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A Point of View

Basal readers are grouped as one approach, and have been for the past twenty years very similar. Today, however, newer materials being written but not yet produced, will clearly show vast differences in basal readers. Today's concept of the basal reader may well be outdated as new editions are produced. Therefore, the reader must examine newer materials and methods and read the research reports of later evaluations of such materials frequently.

The Basal Reader Approach

The materials of instruction in the basal (or basic) reading program usually consist of a series of pupil texts, teacher's guidebooks or manuals, pupil workbooks and other supplementary aids. For beginning reading instruction, the program consists of the following:

Reading Readiness Book. This is usually a soft bound workbook--type material, composed of pictures and series of pictures designed to develop vocabulary, listening, story sequence, and picture and story interpretation. As the child progresses through the book, he develops visual perception abilities--finding likenesses and differences in pictures and later in letters or words. Another ability that is developed in the readiness material is auditory discrimination--the ability to hear likenesses and differences in words or word beginnings--and rhyming.

Pre-Primers. Next in the sequence of materials is a series of soft bound pupil texts. These texts are usually about 50 pages with profuse and large instructions with words and sentences on each page, gradually increasing in difficulty. Three or four pre-primers comprise the pre-primer programs. They are referred to as the First, Second, and Third Pre-Primers, and sometimes abbreviated as PP^1, PP^2, PP^3, and PP^4.

Primer. This is usually the student's first hard bound book. It consists of a continued use of the characters previously introduced at the readiness and pre-primer stage, careful repetition of words taught, and the introduction of 90 - 150 words, depending on the particular series. Stories are longer, and have fewer illustrations than the pre-primers. In some series of basal readers the primer is abbreviated as P.

First Reader. The first reader completes the first grade reading program. The same carefully developed strands previously introduced are carried through this reader. Different series vary in the number of new words introduced from 210 to 400.

Basal Readers in Other Grades. After the first grade, there is usually one basal reader for each succeeding grade level through sixth grade level and in some series through eighth grade level. Each succeeding level further develops basic word and comprehension skills, understanding, vocabulary and many other skills. New vocabulary and word study skills are consistently developed and expanded at each succeeding grade level text. Some series contain two pupil texts per grade, and these are usually referred to as 4^1 and 4^2, meaning First Part, Fourth Reader and Second Part Fourth Reader respectively. The content of the basal readers is wide and varied, designed to interest and develop tastes. Most series include prose, poetry, fiction and non-fiction stories from children's classics, plays, adventure and science stories.

Teacher's Guides or Manuals. For every level, from readiness to the sixth or eighth grade, a detailed teaching plan is presented for the teacher. This usually includes how to introduce new vocabulary, how to teach word analysis skills, methods of guiding both silent and oral reading, methods of developing good comprehension checks and furthering pupil understandings. Some basal series present one plan for the teacher, with supplementary suggestions for teaching both rapid and slower achievers. Usually these guides are very detailed, thorough and extensive, offering much help to the new teacher and a wealth of

suggestions for more experienced teachers.

Workbooks. Sometimes called "study books" or "activity books," workbooks are produced to parallel each of the basal readers, except the readiness book, which actually is a workbook in the sense that children circle and mark certain objects and pictures. Workbooks contribute to the reading program in that they offer additional practice on skills introduced during the reading lesson and assist the teacher in assessing student progress and weaknesses. Usually, the teacher's guide lesson, the pupil's text material and the workbook closely coordinate the skills and extension of understandings in each lesson or unit of the basal reader.

Supplementary Materials. The following supplementary materials are available for most, but not all of the many basal reading series: filmstrips, additional self-help practice booklets, achievement tests, word cards and supplementary enrichment texts, which can be used either with the regular basal reader or after it is completed.

Observations on the Basal Reader Approach

The basal reader program cannot be all things to all people. Criticism has been leveled at basal reader programs for many years. This criticism seems to run in patterns or cycles--seven years of criticism followed by seven years of silence. Criticism is usually focused on a certain segment of the program during a "cycle." Workbooks, vocabulary, rigid and structured sentence patterns and literary value of content have all been attacked during one cycle or another.

Knowing the enormous resources that are poured into a basal reader will perhaps give the teacher a clearer understanding and greater appreciation of the tasks involved in producing a series of basal readers. First, it takes anywhere from five to ten years to produce a series. The publisher, before he gets back one dollar of his investment, may invest three to ten million dollars in the production of the series--including editing and illustrating. The most costly part of a basal reader is the illustrations. Between writing, production, and use of a basal series, new research may lead to changes the author believes necessary, but is too late to make.

The teacher who is aware of the limitations and weaknesses of a basal reader is much better equipped to use the basal reader effectively, to adjust her instruction to meet her children's needs, and make good use of the basal reader as an instructional tool.

THE HARPER AND ROW BASIC READING PROGRAM

Author: Mabel O'Donnell and others

Publisher: Harper and Row, Publishers

Note: The author wishes to acknowledge that there are many excellent basal reader programs currently available. The Harper and Row Program was selected for televiewing and review in this manual for three reasons: (1) It was selected for state-wide adoption in California; (2) It is a new program; and (3) It attempts to present a balanced reading program. Selection of the Harper and Row Program for this manual should in no way be construed that this is either the best program or the author's particular choice. The author wishes to emphasize that children learn to read well by a variety of methods and a variety of basal reader programs. The reader should also review some of the other excellent basal reader programs.

From the Publisher's Material and Program * * *

The Harper and Row Basic Reading Program covers the whole spectrum of reading development from Kindergarten and earlier through Grade 6. Its texts, with their supporting materials, comprise a complete program which guides pupils in the development of reading skills and provides the teacher with a well-defined plan of action for developing these skills and for further extending them.

Because of the scope of total reading development, the program is structured in four strands. These strands are:

Strand One -- developmental reading program

Strand Two -- reading in the subject-matter areas

Strand Three -- individualized reading; library skills development; curriculum enrichment

Strand Four -- (in process) -- a series of literary readers

Basic teaching materials are provided in the developmental and subject-matter strands. Extension and enrichment materials are provided in the individualized strand and the forthcoming literary strand.

Some of the features of this series are:

A comprehensive and open-ended Readiness Program that

assures careful differentiation and follow-through of the pupil's readiness needs.

For the immature among beginning pupils--Pictureforms that provide possibilities in the introduction and initial development of skills fundamental to beginning reading.

Stories with a wide range of backgrounds and situations to appeal to the interests of all children.

Special built-in aids in the texts themselves designed to develop pupil independence in reading (e.g., rebus, label word, picture dictionary, glossary, "teacher-pupil" pages, etc.)

For preprimer, primer, and first reader levels--the Select-A-Card, a unique and time-saving way to select word, phrase, and sentence cards.

Phonics Workbooks specially designed to augment the regular workbook program in providing practice and review in phonics skills.

A wide representation of stories, articles, sketches, and poems.

Provision for the needs of immature and accelerated groups.

A program of instruction and practice in the development of reading in the subject-matter areas.

A coordinated library program, individualized reading program, and curriculum enrichment program.

Comprehensive Teacher's Editions that incorporate the latest techniques of sound reading instruction, including the building of linguistic skills.

A thorough testing program, consisting of Readiness Tests and Achievement Tests to help measure pupil progress and diagnose reading needs.

Correlated materials--Duplicating Masters, Big Pictures, Charts, Card Holder, etc.--that lessen the teacher's load and give new impetus to the child's learning.

A. <u>The Pre-Reading Program--Strand One</u>

At this level, a wide variety of pre-reading abilities are outlined and developed.

Pre-Reading Tests: These tests determine the child's readiness for reading and the type and degree of instruction that should be given to the pupil.

Each form--A and B consists of six tests: Visual Discrimination, Auditory Similarities (Rhyming Words), Relationships, Auditory Similarities (Initial Sounds), Concepts, and Story Interpretation. Following the tests is a checklist, "Earmarks of Readiness," for use by the teacher in evaluating the pupil's degree of physical readiness, social and emotional adjustment, conceptual understandings, initiative and responsibility, memory span, and awareness of relationships.

Teacher's Guidebook for the tests and scoring key are included.

Starting Out with Pictureforms: This is a fundamental teaching step for the very immature among beginning pupils. The Pictureforms consist of cutouts of people, objects, and animals mounted on 18-3/4" x 12-1/4" "resource boards". Each board contains cutouts of people, objects, or animals suggesting different themes. The pupil removes the cutouts from a resource board piece by piece and arranges them on a "background board". Pupils can build up a scene as the theme is read to them or discussed in class. The flexibility in the use of the Pictureforms makes possible many variations of a scene beyond those suggested in the teaching plans. The Pictureforms are designed for group work with children who exhibit timidity, do not talk freely, do not talk in complete sentences, enunciate and pronounce words incorrectly, have limited experience background and need to enlarge their understanding of word meanings. They can be used to develop spatial relationships, concept understandings, color identification, counting, visual discrimination, oral language, the use of judgment, vocabulary enrichment, a sense of organization, listening for initial sounds, following directions, and the other skills fundamental to reading development. A Teacher's Guidebook tells in detail how to use the program and contains complete lesson plans.

The Reading Readiness Program

This program consists of a workbook (with accompanying teacher's guide) Off We Go With Pictures. This book is designed to be used with children who have completed the Pictureform lessons and are ready for work-type activities. Many of the activities, designed for pupils who lack the skills necessary to work independently, are based on stories to be read aloud by the teacher. They provide a close check

on how well a pupil can follow and interpret a story after it is read to him.

The Basic Readiness Book, On Our Way to Read, is the heart of the reading readiness program. It provides activities which contribute to the development of academic skills, relationships, and concepts necessary for success in reading. These activities include practice in oral language, opportunities for recalling a sequence of events, experiences in picture interpretation and picture completion, practice in left-to-right progression, practice in visual and auditory discrimination, experiences in seeing relationships, opportunity for listening, the reinforcement of visual imagery with auditory imagery, practice in story interpretation, practice in eye-hand coordination, practice in item classification, and the extension and clarification of simple concepts, like opposites or contrasts.

Duplicating masters are also available to provide additional activities for pupils who need more guidance and practice in certain academic skills before beginning the pre-primer program.

B. Beginning Reading Instruction--Strand One

The Pre-primer Program

The pre-primer program consists of four soft-bound books. The first pre-primer, Janet and Mark, is organized into a Presentation (teaching) Unit, pages 2-24 in which the 20 words of the vocabulary are introduced and the Absorption (review) Unit, pages 25-47, which repeats these words in new context. The second and third pre-primers follow this same pattern; the former introducing 21 words and the latter 26 new words. The fourth pre-primer is an Abosrption Unit for the Pre-Primer Program. It repeats the 67 words of the first three pre-primers and introduces only 11 new words.

A significant device built into the stories is to develop proficiency in independent word attack is the rebus. It is a small picture placed at the end of a line of type to depict a word that is not in the basic vocabulary.

Ancillary Materials for the Pre-Primer Program

A variety of materials is available for this program:

Duplicating Masters. For each lesson plan in the Teacher's Edition there are two sets of duplicating masters: Set A for advanced pupils, and Set B for basic use with all pupils.

Select-A-Card. This is a combination of word, phrase and sentence cards and a device for selecting the cards and refiling them without pre-sorting. The cards are packaged a box and have holes along the top side through which the teacher inserts a needle-like rod to select the card she wants.

Story and Reference Charts. These Charts, 18 x 26 in size, introduce new vocabulary and also review in new context words already taught.

Picture Cards. These full color pictures (10 x 14) help introduce story characters to the children.

Pocket Card Holder. In the card holder, the teacher can insert picture, word, phrase and sentence cards for convenient display.

Workbooks. A workbook is available to use with all four pre-primers, as well as a teacher's edition of it.

Pre-Primer Achievement Test. This is a test to be administered at the end of the pre-primer program to measure the reading achievement of each pupil.

The Primer and First Reader Program.

The same types of materials and format continue through these stages of the series. The primer introduces 104 new words, the first reader introduces 206.

There are 812 words taught in the first grade texts of the Harper and Row Basic Reading Program. In addition, some 468 new words including derived and inflected forms of known words are taught in the materials (workbooks, phonics workbooks and duplicating masters) that accompany the basic texts. The total first-grade vocabulary, then, amounts to 1,280 words. Of these, 188 represent a special expanded vocabulary to be learned on an individual basis.

Strand One Program Beyond First Grade

The Basic Reading Program continues to build and develop skills through the sixth grade level. Basal reader plus phonics workbooks (grades 1, 2, and 3), readiness tests (grades 2 and 3), achievement tests, duplicating masters, workbooks, and teacher's guides for all materials, are similar to those described in detail in the first grade program.

C. Strand Two--Reading in the Subject Matter Areas

The features for developing independence in reading which

have been described for Strand One of the Harper and Row Basic Reading Program are continued or expanded in Strand Two. This strand is devoted to the development of reading in the basic subject areas, with a separate unit provided in each text for each of the subject areas of arithmetic, science, and the social studies. There are also units on biography, the development of mental imagery, stories for recreational reading, and literature.

Here, again, activities for developing independence in reading are build into the units themselves. At the primary level the self-help features of Strand One are continued preceding each reading unit. In addition, at the primary and the intermediate levels "instructional materials" are included that focus on many specific skills. These materials, interwoven with the basic content in each unit, are set off with a blue tint background. They are addressed to the pupil and consist of instruction in reading skills, questions to guide reading, aids in vocabulary development, checks on comprehension, the understanding of relationships, etc. They include in depth many of the skills listed for Strand One as well as many additional skills related directly to specific subject-matter areas.

D. Strand Three--Individualized Reading

This program is fully described in Chapter 12, Supplementary and Enrichment Materials.

E. Strand Four--Literary Readers

Now in preparation is a series of six literary readers, with accompanying teacher's editions as the fourth strand of The Harper and Row Basic Reading Program. The emphasis will be on contemporary rather than classical literature. The purposes of the series are: to develop and broaden interests in reading at an early age, to elevate the child's taste in literature, to alert him to the importance of necessary story elements and guide him in evaluating them, and to encourage appreciation of illustrations which enrich and expand upon the ideas in a story.

For additional information on the Harper and Row Basic Reading Program, write to:

Harper and Row Publishers
2500 Crawford Avenue
Evanston, Illinois 60201

To Talk Over With Your Colleagues . . .

1. If you had your choice of basal readers what are some of the more specific characteristics that you would look for?

2. What strengths and weaknesses of the basal reader program are evident in your school? How do you upgrade instruction for weaknesses noted?

3. Should your school have a policy on the use of supplementary basal readers? By grade level? For high, average and low achievers?

4. What arguments or facts can you present that show if one basal reader is better than another for a high group, an average group, or a low group?

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